Supreme Court, U.S.
FILED
JUL 9 1991
OFFICE OF THE CLERK

(19) (10)

Nos. 90-1205 and 90-6588

In the Supreme Court of the United States

OCTOBER TERM, 1991

UNITED STATES OF AMERICA, PETITIONER

v.

RAY MABUS, ET AL.

JAKE AYERS, JR. ET AL., PETITIONER

v.

RAY MABUS, ET AL.

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE FIFTH CIRCUIT

JOINT APPENDIX – VOLUME II

MIKE MOORE
Attorney General
State of Mississippi
450 High Street, 5th Floor
Jackson, Mississippi 39201
WILLIAM F. GOODMAN, JR.
PAUL H. STEPHENSON, III
WILLIAM F. RAY
Watkins & Eager
400 East Capitol Street
Jackson, Mississippi 39201
Counsel for Ray Mabus, et al.

KENNETH W. STARR
Solicitor General
Department of Justice
Washington, D.C. 20530
(202) 514-2217
Counsel for the United States
ALVIN O. CHAMBLISS, JR.
North Mississippi Legal Services
1006 Jackson Avenue
Oxford, Mississippi 38655
ROBERT PRESSMAN
Center for Law and Education
955 Massachusetts Avenue, Suite 13A
Cambridge, Massachusetts 02139
Counsel for Jake Ayers, Jr. et al.

PETITIONS FOR WRITS OF CERTIORARI FILED JANUARY 28, 1991 (No. 90-1205) AND DECEMBER 17, 1990 (No. 90-6588)
CERTIORARI GRANTED APRIL 15, 1991

407

In the Supreme Court of the United States

OCTOBER TERM, 1991

Nos. 90-1205, 90-6588

UNITED STATES OF AMERICA, PETITIONER

v.

RAY MABUS, ET AL.

JAKE AYERS, JR., ET AL., PETITIONER

v.

RAY MABUS, ET AL.

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE FIRST CIRCUIT

TABLE OF CONTENTS*

		Page
1.	Relevant docket entries, district court	1
2.	Relevant docket entries, court of appeals	3
3.	Ayers' Complaint, January 28, 1975, paras. 39-53 (Record Volume I, document 1)	4
4.	Order, pretrial conference, September 17, 1975 (Record Volume II, document 329), paras. 3 and 4a	12
5.	Motion for a Temporary Restraining Order or a Preliminary Injunction, October 29, 1975, (Record Volume II)	14
6.	Exhibits at the November 12, 1975 hearing: Stip. Exh. 1, Excerpt of the Minutes of the Board of Trustees, Report of the Athletics Committee, October 29, 1975	19

*The opinions of the court of appeals and the orders of the district court are printed in the appendix to the petition for writ of certiorari in 90-1205 and have not been reproduced here.

Hearing Exhibits—Continued: Page

Stip. Exh. 2, Excerpt of Minutes, July 16, 1970, Report of the Presidents Council 21

Turner Dep. Exh. 4, Excerpt of the Minutes of the Board of Trustees, October 16, 1975 22

Stip. Exh. 4, Southeastern Conference Manual, May 1975, pp. 36-39 24

Stip. Exh. 5, Southwestern Athletic Conference Letter of Intent Regulations and Procedures 27

Stip. Exh. 6, Resolution Regarding Proposed Change in the Board of Trustees Regulations for Recruitment of Athletes, September 10, 1975 31

7. Order, denying Motion for Temporary Restraining Order or Preliminary Injunction, November 14, 1975 35

8. "Restructuring Higher Education: Choices and Analysis for Mississippi," attachment to Ayers' Emergency Motion for Temporary Restraining Order and/or Preliminary Injunction, March 19, 1985, pp. 1-4, 73-75, 77-78, 81, 85-91, (Record Volume III, document 465) 37

9. Trial Exhibits:

United States' Exhibits:

Exh. 1, Modifications to Plan of Compliance, May 28, 1974 50

Exh. 2, Letter from Milton E. Brister to Peter Holmes, June 14, 1974 107

United States' Exhibits – Continued: Page

Exh. 8, Policy for Off-Campus Extension Courses for Academic Credit, January 18, 1979 111

Exhs. 11 and 12, Letter from E. E. Thrash to John A. Peoples, Jr., April 26, 1978 and July 15, 1976 115

Exh. 14, Letter from John A. Peoples, Jr. to E. E. Thrash, July 25, 1975 144

Exh. 15, Letter from Carol LaCoss to Board of Trustees, May 10, 1974 146

Exh. 16, Letter from Mrs. E. J. White, May 8, 1974 148

Exh. 17, Letter from Karen Kennedy, to Peter McGee, May 8, 1974 150

Exh. 20, Letter from Martha T. Kabbes to Dr. Milton Baxter, May 8, 1974 ... 153

Exh. 23, Letter from Steve Frazier to College Board, June 22, 1972 156

Exh. 25, Memorandum from Charlie Q. Coffman to Dr. E. E. Thrash, April 10, 1978 158

Exh. 28, Degrees Awarded – Jackson Branch 161

Exh. 39, Factors Involved in the Admission to Freshman Class, 1976, pp. 1-5, 8-12 163

Exh. 48, Board of Trustees Actions re ACT Scores, 1976-1977, p. 2 170

Exh. 56, Rationale of Board of Trustees in Adopting Minimum ACT Admission Requirement, pp. 1, 2, 4, 6, 16, 19 173

United States' Exhibits – Continued: Page

Exh. 103, Letter from E. E. Thrash to John K. Folger, April 11, 1972 183

Exh. 200, Programs Approved, January 1973 through August 1980 185

Exh. 346, ACT Technical Report (1973) pp. 20, 125, 150 193

Exh. 407, Letter from Peter E. Holmes to Thomas H. Turner, November 10, 1973. 195

Exh. 479, Table 1, Program Duplication By Degree Level, Historically White and Historically Black Institutions ... 220

Exh. 480-483, Tables 2-5, Program Duplication, Comparative Institutions, Degree Granting Centers 221

Exh. 484, Table 5A, Program Duplication Between Jackson State and Universities Center 241

Exh. 485, Table 6, Necessary Program Duplication 242

Exhs. 486-487, Tables 7-8, Unnecessary Program Duplication, by Degree Level, Historically Black and Historically White Institutions, Comparative Institutions 244

Exhs. 488-489, Table 9-9A, Unnecessary Program Duplication, Between Two Black Institutions and Four Degree-Granting Centers and Jackson State and Universities Center 247

United States' Exhibits—Continued: Page

Exhs. 490 and 492, Tables 10 and 12, Degree Programs, by Level, in Five Traditionally White and Three Traditionally Black Institutions 1966 and May 1974 249

Exh. 494, Table 14, New Degree Programs By Level, in Four Traditionally White and Three Traditionally Black Institutions, 1974-1980 251

Exh. 496, Table 16, Summary of Programs, By Degree Level, Five Traditionally White and Three Traditionally Black Institutions in 1981 252

Exh. 497, Table 17, Average Number of Degree Programs Traditionally White and Traditionally Black Institutions, 1981 253

Exh. 498, Table 18, Number of Major Fields in which Degrees are Offered, Traditionally White and Black Institutions, 1981 254

Exh. 499, Table 19, Average Number of Major Fields in which Degrees are Offered, Traditionally Black and Traditionally White Institutions, 1981 255

Exhs. 500 and 501, Tables 20 and 21, Programs Eligible for Professional Accreditation and Programs Accredited, By Degree Level and Type, By Institution, Traditionally White or Black, December 1980 256

United States' Exhibits – Continued: Page

Exh. 635, Answers of Defendant, Board of Trustees, to the United States Third Interrogatories p. 51 259

Exh. 636, Board of Trustees Answers to United States First Request for Admissions, pp. 24-25 Requests and Responses 75, 76 and attachment 3 262

Exh. 683, Board of Trustees Mission Statements March 25, 1982 (Official Explanation) pp. 1-5, 8-12 268

Exh. 685, Mississippi Curriculum Study: A Report for the United States Department of Justice, March 10, 1987, pp. i-iv 278

Exhs. 685a-685c, Tables 1-3, Program Duplication, By Level, Historically White and Historically Black Institutions, Comparative Institutions 283

Exhs. 685d and 685e, Tables 4 and 5, Necessary Program Duplication, Land Grant Programs 298

Exhs. 685f and 685g, Tables 6 and 7 Unnecessary Program Duplication, By Level Historically Black and Historically White Institutions, Summary in Comparative Institutions 306

Exhs. 685h and 685i, Tables 8 and 9, Number of Programs and Major Fields, By Level, Historically Black and Historically White Institutions ... 311

Exh. 685j, Table 10, Programs Eligible for Professional Accreditation and Programs Accredited 313

United States' Exhibits—Continued: Page

Exh. 685k, Table 11, Number of Book Volumes In Libraries, Historically Black and Historically White Institutions 314

Exhs. 685l and 685m, Tables 12 and 13, Percentage of Faculty with Doctorates and with Highest Degree From a Research University 315

Exh. 685n, Table 14, Performance of Freshman (1985-86) on ACT, Historically White and Historically Black Institutions 317

Exhs. 685o and 685p, Tables 15 and 16, Program Duplication, By Degree Level, Historically Black and Historically White Institutions and In Comparative Institutions (1981-86) 318

Exhs. 685q and 685r, Tables 17 and 18, Unnecessary Program Duplication, By Degree Level, Historically Black and Historically White Institutions and in Comparative Institutions 325

Exhs. 685s and 685t, Tables 19 and 20, Unique, Non-Essential Bachelors Programs in Traditionally Black Institutions 333

Exh. 685v, Table 22, Number of Programs, By Degree Level, Historically Black and Historically White Institutions, 1981-1986 336

United States' Exhibits--Continued: Page

Exh. 694n, Charts of Income and Expenditures for Traditionally White and Traditionally Black Institutions (1955, 1960-1986) (biannually)) 338
Exh. 694p CUBA Report 1 352
Exh. 694q, Table 5-1, Faculty Salaries .. 371
Exh. 695a, Excerpts of the Mississippi Legislative History, Deposition of Major Land Grant Acts and Some Appropriations to Land Grant Colleges 382
Exh. 695e, Funding Sources for Research in Agriculture at MSU and ASU, Fiscal Year 1955 & 1960-61 386
Exh. 695h, Funding Sources for Extension in Agriculture, MSU and ASU, 1955 and 1960-1980, pp. 30 389
Exh. 695m, MS State Appropriations to Land Grant Activities, MSU and ASU 1980-86 392
Exh. 695n, Changes in Land Grant Activities at MSU and ASU 1981-86 394
Exh. 695o, Building Values, 1981 and 1986, MSU and ASU Agricultural Activities 395
Exh. 695t, Mississippi Laws, Chapter 127 396
Exh. 695u, Mississippi Laws, Chapter 32 397
Exhs. 742a, 742c, 742f, Full Time and Part Time Faculty Data, Alcorn State, Jackson State, and Miss. Valley State 398

United States' Exhibits – Continued: Page

Exh. 744b, Admission Standards, 1981 Board Actions, July 1982 not included 401

Exhs. 763a through 763i, Interrogatory No. 27, Name, Race, Date of Appointment and Termination for Administrations of ASU, DSU, JSU, MSU, MUW, MVSU, UM, UM-MC and USM, 1981-82 to 1987 406

Exh. 817, Delta State Univ. Catalog, 1986-87, pp. 1, 41-42 421

Exh. 818, Miss. State Univ. Bulletin, March 1986, pp. 1, 3-5 428

Exh. 820, MUW – Catalog 1986-87; cover, pp. 17-18 438

Exh. 821, UM – Undergraduate Catalogue, cover, pp. 43-46 444

Exh. 836, Mississippi Institutions of Higher Learning, Facilities Report by Harvey Kaiser, March 1987 453

Exh. 836a, Table 1, Miss. Public Instit. of Higher Learning, Enrollment and Expenditures, 1953-54 – 1965 (actual and projected) 595

Exh. 836c, Table 3, Enrollments: Peaks and 1984-85 596

Exhs. 836e through 836r, Tables 6-18, Miss. Public Instit. of Higher Learning, Campus Space (gross, net square feet and per full time equivalent (1960/61 – 1984/85), nonresidential space (1980/81), student residential facilities (1980/81), Space per Full Time Equivalent-Research Univs., Plant Investment

United States' Exhibits—Continued: Page

(book value, replacement value, per FTE) (1964/65-1984/85) 597
Exh. 874, College Student Profiles: Norms for the ACT Assessment 1985-86 Edition; pp. 7-8 613
Exhs. 879 and 880, Total First-Time Freshmen, Undergraduate, Graduate and Professional Student Enrollment By Race Mississippi Public Institutions of Higher Education, 1981-82 and 1985-86 619
Exhs. 881 and 883, Total First-Time Freshmen, Undergraduate, Graduate and Professional Student Enrollment By Race Miss. Public Institutions of Higher Education, Historically White and Historically Black Institutions, 1981-82 627
Exhs. 893i and 893j, Distribution of ACT Score Frequencies, Percentile Ranks, and Percentages, Black and Caucasian Miss. Graduates, 1985-86 .. 635
Exh. 894i and 894j, ACT Composite Scores Compared to High School Grade Point Average Black and White Mississippi Graduates 1985-86 639
Exhs. 896 and 897, Tables 1 and 1a Summary Statistics for ACT-Tested Black and White Students 1981-82 through 1985-86 649
Exh. 899, Table 2a, Percentage of ACT-Tested Graduates with Composite Scores at Various Score Intervals, 1981-82 through 1985-86 651

United States' Exhibits – Continued: Page

Exhs. 900a, 900b, 900d, 900g, 900i through 900q, ACT Scores and Cumulative Freshman Grade Point Average by Institution 652

Exh. 901, Miss. Department of Education's Preliminary Demographic Survey Results 1985-86 and 1986-87 668

Exh. 903, Summary Analysis of ACT Research Service Report, Miss. Valley State, 1985/86 Freshman, Table H-1 .. 670

Exh. 912, Modified Stipulations, Nos. 89, 90, 92, 94-96, 99, 168-173 671

Exh. 913, Stipulations, Nos. 174-176, 249, 368, 370-371, 376-377, 667, 683, 685 697

Exh. 920, University of Southern Mississippi Catalogue (1986-87); cover, pp. 19-22 717

Exh. 934, Deposition of F. Kent Wyatt, pp. 63-64 728

Exh. 936, Deposition of Thomas Meredith, exh. 104 731

Exh. 937, Deposition of Dr. James W. Strobel, pp. 35-38 733

Exh. 943, Deposition of John A. Peoples, Jr., (11/25/86), pp. 72-78, 89-101, 110-113, 149-150 736

Exh. 944, Deposition of Dr. Ernest A. Boykins, (9/14/79), pp. 59-63, (10/4/79) pp. 124-130, 134-136 754

Exh. 946, Deposition of George H. Carter, III cover, pp. 32-40, 114-115 765

United States' Exhibits—Continued: Page

Exh. 948, Deposition of E. E. Thrash, pp. 185 774

Exh. 949, Deposition of T. K. Martin, pp. 50-51 775

Exh. 960, Deposition of Roy C. Hudson, cover, pp. 10, 20, 102-110, 113, 114 .. 778

Exh. 961, Deposition of Walter L. Crockett, cover, pp. 143, 144 788

Exh. 962, Deposition of Kenneth Wooten, cover, pp. 145-148, 150-151 791

Exh. 965, Deposition of Rebecca J. Perkins, cover, pp. 111, 112, 117 796

Exh. 967, Deposition of Robert A. Bain, pp. 66-71, 76-78, 82-84 799

Plaintiffs' Exhibits:

Exhs. 86, 89, 90, Board of Trustees of Institutions of Higher Learning, IHL 18 Reports, Miss. Valley State (1979, last page), Univ. of So. Miss. (1980, last page), Univ. of Miss. (1979, last page) 810

Exh. 200, Report on Higher Education in Miss., John Brewton, 1954, title page, pp. 146-150 813

Exh. 279, Board of Trustee's, "Admission Standards and Core Requirements", February, 1986, cover, pp. 10-12 820

Plaintiffs' Exhibits—Continued: Page

Exh. 284, "Percent of UM's Entering Freshmen in Selected ACT Composite Score Categories," Fall 1979—Fall 1981, p. 5 824

Exh. 285, "An Evaluation of the Developmental Studies Program," Tony McCoy et al., September 1984, cover, pp. 1-2 825

Exh. 286, Memorandum from E. E. Thrash to Institutional Executive Officers, regarding Developmental Studies, December 21, 1984, p. 1 828

Exh. 289, Memorandum from E. E. Thrash to Institutional Executive Officers, May 2, 1984, high risk students . 830

Exh. 291, ACT Issuegram No. 6, January 1986 832

Exh. 292, Using the ACT Assessment on Campus, ACT Publications, 1986-87 . 835

Exhs. 295i and 295j, ACT Data, Mississippi Graduates by High School GPA and ACT Composite Scores 855

Exh. 316, Mission Statements, Board of Trustees, November 19, 1981 865

Exh. 350, Deposition of Joseph Anzalone, November 14, 1981, pp. 79, 88-89, January 7, 1982, pp. 64-68, 101, 106-107, March 18, 1987, pp. 87, 171-172, 176-178, 181-184 871

Exh. 365, Deposition of Lucius S. Williams, Jr., cover, pp. 6-8, 19, 24, 29, 47, 133-135 (offer of proof) 882

Plaintiffs' Exhibits—Continued: Page

Exh. 366(b), Deposition of Dr. John A. Peoples, cover, pp. 54-55, Exh. 2 (offer of proof) 886

Exh. 367, Defendant's Proposed Stipulations, Nos. 91, 93, 97-98, 166-167, 723 889

Board's Exhibits:

Exh. 001, Letter from Thomas N. Turner to Peter E. Holmes dated November 27, 1973 898

Exh. 020, Letter from E. E. Thrash to executive heads of state institutions of higher learning dated February 6, 1975 904

Exh. 105, University of Mississippi's report on Plan of Compliance for 1985-86, September 1986 907

Exh. 132, Brochure—Delta State Univ.: "Selecting the Right College or University", "Admission Requirements" 993

Exh. 133, Brochure—Jackson State University: "We Chart the Future for White Students Too!" 997

Exh. 134, Brochure—Opportunities for Black Students at Mississippi State University," "Dear Student," "Black Faculty and Staff," Admission Information 1006

Exh. 139, Brochure—"MUW Expanding Horizons," "Admission Requirements" 1008

Exh. 140, Brochure—"Black Achievement—A Success Story at Ole Miss" .. 1012

Board's Exhibits – Continued: Page

Exhs. 141 and 142, Brochures Univ. of Miss. – "Minority Students – We're For You!" and "The Black Experience at Ole Miss" 1019

Exh. 143, Brochure – "Information for Minority Students: Ole Miss" 1065

Exh. 144, Brochure – "Minority Students at Ole Miss" 1081

Exh. 145, Brochure – "Ole Miss – The Learning Development Center"..... 1096

Exh. 146, Brochure – "Information for Transfer Students: Ole Miss" 1101

Exh. 151, Booklet, Univ. of Miss., "Opportunities that Last a Lifetime", cover, pp. 28 1109

Exh. 154, Brochure – "Health Professional Career Preparation at the University of Mississippi Medical Center," "Admission Requirements," "Admissions" 1111

Exh. 159, Booklet – "USM Minority Report" 1113

Exh. 161, Booklet, Univ. of So. Miss., "– For All the Reasons You Go To College", "Apply Carefully" 1120

Exh. 162, "Highlights of the ACT Technical Report" cover, pp. 1-11 1124

Exh. 163, ACT Program Statement of Policies, cover, Introduction, pp. 1, 5-7 1150

Exh. 173, Distribution of ACT Scores by Frequency of Standard Scores by Institution, Freshmen, 1982-83 through 1986-87 1156

Board's Exhibits—Continued: Page

Exh. 183a, Admissions Standards, Board of Trustees of State Institutions of Higher Learning, Mississippi, February 1986 1174

Exh. 185, Mississippi Public Junior Colleges Statistical Data 1985-86 1199

Exh. 186, Admissions Testing and Minorities—Selected Issues as Related to the ACT Assessment Program, January 1986, pp. 1, 4, 6-7 1207

Exh. 187, Distribution of ACT Scores by Frequency of Standard Scores and by Subject, Freshmen 1986-87, pp. 1, Composite Scores 1212

Exh. 192, Comparison of Actual and Estimated Percentage of Blacks in Entering Freshman Class at Five Predominantly White Mississippi Universities 1985 and 1986 (ACT of at least 9; instate only) 1214

Exh. 193, Comparison of Actual and Estimated Percentage of Blacks in Entering Freshman Class at Five Predominantly White Mississippi Universities, 1985 and 1986 (ACT of at least 9; all students tested) 1215

Exh. 201, *A Nation at Risk: The Imperative for Education Reform*—The National Commission on Excellence in Education cover, pp. 1, 9, 11-12, 27-28 1216

Exh. 207, Racial Analysis of Faculty, Predominantly White Schools, 1985-86 1225

Board's Exhibits – Continued: Page

Exhs. 208-212, Racial Analysis of Faculty, Delta State, Miss. State, Miss. Univ. for Women, Univ. of Miss., Univ. of So. Miss., 1985-86 1226

Exh. 214, Racial Analysis of Faculty Hiring: Delta State University – 1974-86 . 1231

Exh. 215, Racial Analysis of Faculty Hiring: Mississippi State University – 1974-87 1232

Exh. 216, Racial Analysis of Faculty Hiring: Mississippi University for Women – 1974-1986 1233

Exh. 217, Racial Analysis of Faculty Hiring: University of Southern Mississippi – 1977-86 1234

Exh. 262, Program Duplications between Comprehensive Universities and Non-comprehensive Universities 1235

Exh. 263, Summary of Board of Trustees of State Institutions of Higher Learning Activities in Academic Programs Review, January 5, 1987, Introduction, Chapter I (pp. 1-5), Chapter III (pp. 1), Chart A 1236

Exh. 274, Board of Trustees of State Institutions of higher Learning, Mission Statements, November 19, 1981 1253

Exh. 344, State Appropriations for New Construction at Public Universities – 1970 through 1980 1258

Board's Exhibits – Continued: Page

Exh. 347, Report on Review of Funding and Allocation Formula for Operating Appropriations for Mississippi Public Universities 1259

Exh. 360, Analysis of Amounts Actually Allocated versus Formula Allocations, 1981-82 through 1986-87 1271

Exh. 361, Comparison of University Average Cost per Credit Hour to Group Average Cost per Credit Hour Formula – 1983-84 1272

Exh. 362, Comparison of University Average Cost per Credit Hour to Group Average Cost per Credit Hour Formula – 1987-88 1273

Exh. 363, Comparison of University Average Cost per Credit Hour to Group Average Cost per Credit Hour Formula – 1982-83 1274

Exh. 364, Comparison of University Average Cost per Credit Hour to Group Average Cost per Credit Hour Formula – 1981-82 1275

Exh. 430, Racial Analysis of Faculty Hiring Predominantly White Schools 1974-86 1276

Exh. 431, Racial Analysis of Faculty Hiring University of Mississippi 1974-March, 1987 1277

Exh. 441, Board of Trustees of State Institutions of Higher Learning State of Mississippi: A Position Paper on Required High School Units Earned as an

Board's Exhibits – Continued: Page

Admissions Requirement to Mississippi Public Universities dated September, 1982 1278

Exh. 459, *Financing and Budgeting Post Secondary Education in the 1980's*, "Instructional Costs at Research Universities," pp. 27-30 1284

Exh. 461, Pilot Review of Existing Programs 1290

Exh. 463, Excerpts of Albert Berrian Deposition, pp. 30-31, 56, 66, 108-09, 157-58, 160-61 1298

10. Trial Transcript Excerpts:

Testimony of Dr. Clifton F. Conrad
pages: 74-77, 84-87, 96-97, 103-107, 109, 121-128, 130-131, 137-138, 153-155, 162, 186-195, 245-247, 254, 256-260, 262-269, 274-277, 281, 289, 291-292, 295-297, 328-329 1306

Testimony of Harvey H. Kaiser
pages: 340-350, 353, 356-357, 362-364, 366-368, 388-392, 402, 410-425, 429-433, 438-439, 455-461, 472, 482-483, 491, 496, 493-494, 498-499 1343

Testimony of Dr. Larry Leslie
pages: 532-535, 537-539, 543-544, 546, 548, 552-553, 577-584, 586-593, 604-612, 614-618, 621-622, 632, 634, 640-641, 644-645 1380

Testimony of Dr. Rodney Foil
pages: 657-660, 662, 3064-3066, 3083-3084, 3086-3088, 3104, 3122 1408

Trial Transcript Excerpts – Continued: Page

Testimony of Dr. Samuel Lee Donald
pages: 675-676, 683-685, 687-688, 692, 697-698 1416

Testimony of Dr. Rupert G. Seals
pages: 702, 717-718, 736-739, 742-743, 770-771, 776-778, 784-786, 835-836, 838-845, 847-849, 855, 863-866 1420

Testimony of Dr. E. E. Thrash
pages: 895, 897-898, 914-915, 919, 929-930, 934-935, 938-939, 943, 947-948, 950-953, 955- 956, 959-960, 1070-1072, 1076-1080, 1133-1134, 1173, 4103-4106, 4115 1437

Testimony of Dr. Robert Young
pages: 1229-1230, 1244-1249, 1251-1256, 1262-1264, 1298, 1303-1304, 1312-1316 1455

Testimony of Gloria Robinson
pages: 1377, 1380-1382, 1384-1387, 1389-1396 1468

Testimony of Marsha Ray Williams
pages: 1398-1406, 1411-1413 1476

Testimony of Dr. Thomas Eric Green
pages: 1414-1419, 1425-1433, 1438-1439, 1441-1443, 1445 1483

Testimony of Carolyn Williams
pages: 1495-1497, 1501-1505, 1508-1509 1493

Testimony of Dr. William S. Farmer
pages: 1524-1528 1499

Testimony of Dr. William McHenry
pages: 1531-1534, 1537 1501

Testimony of Ernestine Madison
pages: 1547-1550 1504

Trial Transcript Excerpts—Continued: Page

Testimony of Dr. William J. Stewart
pages: 1628 1505

Testimony of Dr. Sabetha Jenkins-Leggett
pages: 1738-1759 1506

Testimony of Dr. Asa Hilliard
pages: 1826-1827, 1848-1856, 1860-1864, 1867-1880, 1882-1883, 1885-1886, 1910-1911, 1923, 1925-1928 1522

Testimony of Robin Neely Jones
pages: 1959-1964 1544

Testimony of Dr. Elias Blake
pages: 2019-2021, 2024-2025, 2049-2054 1547

Testimony of William Levi Ware
pages: 2072-2082, 2086-2087, 2090-2094 1553

Testimony of Douglas Anderson
pages: 2399-2400, 2404-2405, 2410-2411, 2413-2419, 2494, 2497-2500 1562

Testimony of Pam Gordon
pages: 2542-2544 1571

Testimony of Don Cole
pages: 2574-2575, 2578-2584, 2589-2595, 2603-2604, 2608-2609 1573

Testimony of James Gilleylen
pages: 2659-2665, 2678-2681, 2683-2687, 2689-2691, 2692-2694, 2696-2703, 2705-2707 1585

Testimony of Linda Campbell
pages: 2709-2727, 2731-2734 1604

Testimony of Lydia Spragin
pages: 2741-2759, 2761-2762, 2766-2768, 2771-2773, 2775 1619

Trial Transcript Excerpts – Continued: Page

Testimony of JOHN L. HAWKINS
pages: 2776-2786, 2788 1634

Testimony of STACEY L. BRACEY
pages: 2789-2790, 2793-2794, 2796-2797 1642

Testimony of DR. JOHN MILLETT
pages: 2971-2979, 2981-2988, 2990-2993, 2996, 3001, 3008-3010 1643

Testimony of LUCY MARTIN
pages: 3047-3048, 3055-3056 1659

Testimony of ROY L. LOVVORN
pages: 3123-3125, 3127-3128, 3137, 3142-3146, 3167-3168, 3181-3182 1661

Testimony of DR. LLOYD DAVIS
pages: 3253-3256, 3283-3284, 3286-3287, 3295-3299 1670

Testimony of DR. JOSEPH JOHNSON
pages: 3334-3335, 3344-3345, 3347-3350, 3360, 3365, 3383-3384 1676

Testimony of DR. AUBREY K. LUCAS
pages: 3417-3418, 3422-3426, 3431-3437, 3438-3446, 3449, 3458-3479, 3485 1680

Testimony of DR. FOREST KENT WYATT
pages: 3490-3491, 3493-3495, 3497-3499, 3504-3506, 3509-3510, 3539-3540 1707

Testimony of DR. THOMAS MEREDITH
pages: 3546-3554, 3556-3560, 3562-3567, 3571-3576, 3582-3586, 3590-3591, 3602-3604, 3608-3612, 3633-3634, 3638-3643, 3652-3656, 3662-3664, 3667-3668, 3676-3681, 3695-3696 1715

Testimony of JOSEPH SAMUEL ANZALONE
pages: 3698-3708, 3710-3725, 3729-3733, 3735-3736, 3741-3746, 3748-3751,

Trial Transcript Excerpts – Continued: Page

3753-3763, 3769, 3776-3777, 3781-3788, 3791-3793, 3796-3800, 3803-3804, 3806-3810 1753

Testimony of THOMAS BOURDEAUX
pages: 3824-3825, 3827-3828, 3830-3831, 3853-3858 1800

Testimony of RICHARD DOBER
pages: 3862-3868, 3876-3878, 3881-3882, 3888-3890, 3897-3899, 3905-3914, 3916-3917, 3919-3922 1806

Testimony of DR. VICTOR FEISAL
pages: 3925-3927, 3940-3951, 3953-3954, 4091-4093 1825

Testimony of BELA J. CHAIN, JR.
pages: 4118-4123, 4125-4132 1837

Testimony of DR. KENNETH WOOTEN
pages: 4165-4166 1846

Testimony of DR. BERNARD SISKIN
pages: 4187-4195, 4197-4199, 4206-4207, 4213-4219, 4224-4234, 4236-4240, 4248-4249, 4275, 4287-4289, 4307, 4311 1846

Testimony of DR. MALVIN WILLIAMS
pages: 4335-4336, 4338 1868

Testimony of DR. NATHANIEL BOCLAIR
pages: 4342-4344 1870

Testimony of ARTHUR PEOPLES, JR.
pages: 4362-4363, 4368-4369, 4371-4376 1872

Offers of Proof, pp. 2899, 2901-2902, 2906-2907, 2914-2916, 2922-2923, 2928 1879

Page

11. District Court judgment of December 10, 1987 (Record volume 6, document 1654) 1885
12. Order granting certiorari in No. 90-1205, April 15, 1991 1887
13. Order granting certiorari in No. 90-6588, April 15, 1991 1888

UNITED STATES' EXHIBIT 818

Volume LXII MARCH, 1986 Number 2

BULLETIN OF THE MISSISSIPPI STATE UNIVERSITY

ONE-HUNDRED FIFTH ANNUAL BULLETIN 1985-86

ANNOUNCEMENTS 1986-87

This Bulletin presents information which, at the time of preparation for printing, most accurately described the courses, curricula, degrees, policies, procedures, regulations and requirements of the University. No contractual relationships, however, can be established between students and the University upon the information contained herein. The University reserves the right to delete, substitute for, change, or supplement any statement in this Bulletin without prior notice.

Published Four Times a Year
January, March, May, July
by the
Mississippi State University
Mississippi State, MS 39762
(USPS 072-760)

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, or age, or against handicapped individuals or Vietnam-era veterans.

Second Class Postage Paid at Mississippi State, Mississippi

nasium, Newell-Grissom Livestock Building, Etheredge Chemical Engineering Building, Memorial Hall, Stafford Hall, Freeman Hall, Briscoe Hall, Moore Hall, Hilbun Hall, Walker Engineering Building, Ballew Animal Science Building, Hand Chemical Laboratory Building, Dorman Hall, Edwards Reactor Laboratory, Scales Veterinary Science Building, Herzer Dairy Science Building, Clay Lyle Entomology Research Laboratory, McCool Hall, Cobb Institute of Archaeology, Allen Hall, Simrall Electrical Engineering Building, Industrial Education Building, the College of Veterinary Medicine Complex, Music Building B, Plant Pathology Complex, Raspet Flight Research Laboratory, Research Building A, Research Building B, and the Creative Arts Complex.

There are twenty single-student living units on the campus: Cresswell, Herbert, Hull, Evans, Garner, Smith, Critz, Butler, Duggar, Hightower, McKee, Sessums, Hamlin, Hathorn, Suttle, Rice, McArthur, Stone, Hardy, University Drive Apartments and Arbour Acres.

Other structures are the Colvard Union Building, ROTC Building, Band Hall, Lloyd-Ricks Building, Power Plant, YMCA, Cafeteria, Roberts Laundry, Turman Field House, Petroleum Products Laboratory, Auxiliary Plaza, Blumenfeld Swimming Pool, Intramural Gymnasium, Student Health Center, Chapel of Memories, E. E. Cooley Building, R. T. Clapp Forest Products Laboratory, Gast Boll Weevil Rearing Laboratory, Pace Seed Technology Laboratory, Fish Disease and Nutrition Building, A. B. McKay Food and Enology Laboratory, Humphrey Coliseum, Robert D. Williams Alumni House, W. M. Bost Cooperative Extension Center, Bulldog Physical Fitness Building, one hundred nine faculty and staff housing units, Receiving Station, Scott Field, Shira Field House, Maddox Track and Athletic Fields, Dudy Noble Field, Campus Landscape Facilities, Transportation Facilities,

Pitts Tennis Courts, Spencer Track Stadium, and the President's Home.

Agricultural research is accomplished on the MAFES Plant Science Farm comprising approximately 560 acres of land, 10 greenhouses, and 43 structures, and on the MAFES Animal Sciences Farm, which has 1,650 acres and 52 structures.

II. ADMISSION TO THE UNIVERSITY

A. COLLEGE AND SCHOOL RELATIONS

Admission counselors visit high schools and junior colleges to assist students in making a smooth transition to Mississippi State University, by answering questions about admissions, financial aid, housing, academic programs, fees and expenses, orientation, cooperative education, extracurricular activities, ROTC and other areas of concern. Prospective students and parents are encouraged to visit the campus, to meet students and professors, and to get an overall view of what the campus is like. To make an appointment, write to the Director of College and School Relations, P. O. Box NN, Mississippi State, Mississippi 39762, or call (toll free in Mississippi) 1-800-222-1810, extension 3076. Outside Mississippi, telephone (601) 325-3076.

B. ADMISSIONS

Applicants. The applicant for enrollment on the campus is advised to submit the application for admission and supportive documents at least 20 days prior to the date of registration. Applications received after this date may cause the applicant to register late.

Admission notices are mailed to students as far as possible in advance of the date the semester begins. Detailed instructions for a student's guidance are attached to the notice of admission.

All correspondence having to do with admissions should be addressed to the Director of Admissions, P. O. Box 5268, Mississippi State, Mississippi 39762.

1. Freshman Entrance Requirements

a. Regular Admission. Freshmen applicants for regular admission may be admitted to Mississippi State University provided the following requirements are met:

(1) The applicant must have graduated from an approved secondary school.

(2) The applicant must submit an official American College Test (ACT) score. Applicants who have a composite ACT score of 15 will be eligible for consideration for admission. Non-resident applicants may submit a Scholastic Aptitude Test (SAT) score of 720 in lieu of ACT.

(3) Effective with the Fall semester of 1986, to enroll as a freshman in any of the programs of study at this university, one must have earned in grades 9-12, at a minimum, the units shown in the following table. (Some programs of study may require additional specific units.)

Subject:	Units:
English	4 – All must require substantial writing requirements.
Mathematics	3 – Algebra I, Algebra II, and Geometry.

*Science	3	Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, and Advanced Physics. One of these chosen must be laboratory based.
Social Science	2½	Must include United States History and American Government.
Required Electives	1	May be chosen from among Foreign Language, Mathematics above Algebra II or a Science chosen from the Science courses listed above.
**Free Electives	1½	May be chosen from any of those accepted toward graduation by the applicant's high school.

Any student with an ACT composite score of 24 or an SAT composite score of 1000 is exempt from the high-school units requirement.

Any student with less than the ACT composite score of 24 who has a deficiency in the high-school units may be exempt from an area of deficiency by having an ACT subtest score of 18 on the appropriate subtest. This option is not available for any student with more than one deficiency.

A student athlete must meet the requirements of the Southeastern Conference and the National Collegiate Athletic Association (N.C.A.A.). Mississippi State University

---

* One unit in chemistry is required for Engineering majors.

** It is also recommended that students pursue two units of foreign language, take a mathematics course during their senior year, take a computer science course, and gain a level of typing proficiency.

neither awards credit nor accepts transfer-college credit based solely on ACT, SAT, or other comparable tests commonly administered to high-school students primarily for college admissions purposes. Documents and other proof that students have met the University entrance requirements are kept on file in the Admissions Office, Room 111, Allen Hall.

b. Probationary Admission. A limited number of freshmen applicants whose ACT composite scores do not meet the minimum for regular admission may be considered for admission. Probationary admission accommodates talented and/or high-risk students who demonstrate potential to make satisfactory progress in the University.

c. Developmental Studies. Entering freshmen who have been admitted but have less than a score of 12 on the English, Mathematics and/or Social Science sub-tests of the ACT MUST schedule appropriate developmental courses in accordance with Board of Trustees regulations. The appropriate courses are **EN 0003—Developmental English, LSK 0003—Developmental Reading** and **MA 0003—Developmental Mathematics.** Students are afforded an opportunity to "test-out" during the first week of classes and at other times during the semester as approved by the instructor. Students may not enroll in any other English, Reading or Mathematics course before satisfactory completion of a required developmental course. No student may graduate from the University without satisfactorily completing all required developmental courses. No developmental course will satisfy any credit course requirement for any degree at the University. Students who receive two unsatisfactory grades (F or U) in the same developmental course will **not** be readmitted to the University until the developmental course requirement is satisfied by completion of the appropriate test-out. Failure to at-

tend at least 75% of the class meetings in a developmental course will result in an unsatisfactory grade in the course.

d. Early Admission. A superior secondary-school student may be admitted to the freshman class as an EARLY ADMISSION if he/she (a) has earned a minimum of fifteen (15) acceptable credits, (b) has earned a standard composite ACT score of 23 or an SAT combined score of 960, (c) ranks in the upper twenty-five (25) per cent of his/her high-school class, and (d) is recommended for early admission in a letter from his/her high-school principal.

e. Summer Program for Academically Talented Students (SPATS). Academically talented students who (a) have finished at least their junior year in high school, as judged by their high-school officials, (b) in the judgment of parents and high-school administrators are mature enough to profit from a summer's work in college, (c) rank in the top ten per cent of their class academically, and (d) have a standard composite minimum score of 23 on the American College Test, may apply for admission to a special summer program in which they may earn regular college credit.

A SPATS student may take a maximum of 6 credit hours (two courses) each summer term, selected from a list available for credit under this program. Courses taken must not be the equivalent of those which the student will take in the senior year of high school. Students are expected to return to high school and finish a normal senior year. The courses may not be substituted for high-school credits to meet college admission requirements. Credit is reserved until the student has graduated from high school. Information concerning the program and application forms may be obtained by writing to: Director, Summer Program for Academically Talented Students, Box EH, Mississippi State, MS 39762.

f. Admission by Examination. An applicant who has not graduated from high school may be admitted on the basis of successful completion of the General Educational Development Test (high-school level), if all other admission requirements are met, provided his/her high school class has been graduated, and he/she has not been enrolled in high school for a year (two semesters) immediately prior to his/her admission. In addition, he/she must also present an acceptable ACT score to be admitted to a degree program.

g. Admission to the College of Veterinary Medicine. (See College of Veterinary Medicine section in Part II.).

2. Special Non-Degree Classification.

An applicant who is twenty-one (21) years old and who does not meet the regular admission requirements, may apply to schedule courses in the Special Non-Degree category. Applicants must demonstrate adequate preparation for the courses they plan to schedule. A maximum of twelve (12) semester hours may be scheduled during a regular term and three (3) semester hours during a five-week summer term. After satisfactorily completing twelve (12) semester hours with a C average, a student may apply to the University Registrar for reclassification as a regular student. To change to a degree program, the student must meet the same standards required for admission of transfer applicants. Once admitted to a degree program, a maximum of eighteen (18) semester hours credit earned in a non-degree classification may be counted toward a baccalaureate degree, if approved by the dean of the college/school from which the degree is sought.

3. Admission of Transfer Students.

Transfer applicants who initially meet the freshman admission requirements at Mississippi State University (listed

under Freshman Entrance Requirements), but choose to enroll at another institution, may transfer at any time provided the following provisions are met:

(a) The applicant submits a formal application.
(b) The applicant submits an official transcript from each college or university attended.
(c) The applicant is in good standing at the last college or university attended.
(d) The applicant submits a minimum American College Test (ACT) composite score of 15 or Scholastic Aptitude Test (SAT) composite of 720.
(e) The applicant has a cumulative grade-point average of 2.00 on a 4.00 scale. (Based on method of computing GPA at Mississippi State University.) An applicant whose grade point is less than 2.00 should contact the Director of Admissions so that his/her admission status may be determined.

Transfer applicants whose ACT composite score is below 15 or SAT score is below 720 and/or who do not meet the unit requirements listed under Freshman Entrance Requirements must have attended a regionally accredited institution and attained a C average (2.00 CPA on a 4.00 scale) in the following 24 credit hours.

6 semester hours English Composition
3 semester hours College Algebra or above
6 semester hours Laboratory Science
9 semester hours transferable electives

Satisfying these transfer requirements will also relieve the student of developmental course obligations state under the Developmental Studies section.

Transfer work earned from a non-regionally-accredited institution is not acceptable at Mississippi State University and an applicant applying for admission must meet the admission requirements as an entering freshman.

Transfer Credits. Credits transferred from accredited institutions are reproduced on the permanent records of Mississippi State University. In the case of students receiving VA benefits, enrollment certificates submitted to the Veterans Administration will reflect proper credit for previous education and training. This is done as a convenience for the student in providing him/her with an accurate consolidated record of his/her entire college career. This action is evidence that the credits are considered valid. **Validity,** however, is not to be confused with **acceptability** or **applicability.**

Transfer hours passed will be accepted. To meet graduation requirements, a transfer student must have an overall C (2.00) average, calculated by the method currently in use at Mississippi State University, on all hours scheduled and rescheduled at all institutions attended, including Mississippi State University. Excess quality points earned at other institutions cannot be used to offset any deficiencies at Mississippi State. Acceptance of junior college work is limited to one-half the total requirements for graduation in a given curriculum. The last half of the total hours applied toward graduation must be earned in a senior college.

Applicability of transfer work depends upon the coincidence of transfer credits with the requirements of a particular curriculum. **Applicability** varies from curriculum to curriculum, not only for transfer students from other institutions but for students transferring from one school or curriculum to another within Mississippi State University. In either case, the upper limit of the number of applicable credits is the number of accepted credits. Applicability is determined by the dean of the college or school to which one is admitted.

UNITED STATES' EXHIBIT 820

[SEAL OMITTED]

BULLETIN OF MISSISSIPPI UNIVERSITY FOR WOMEN

1986-1987

January, 1986 Volume No. 101-102 No. 4

Issued five times a year as follows: one in October, one in December, two in January, and one in April (Second-class postage paid at Columbus, Mississippi.)

Bulletin Series

1. The Alumnae News, October and April
2. Announcement of Summer Session, December
3. Summer Session, January
4. General Catalog, January

As a result of the U.S. Supreme Court decision to admit a male student to the Nursing Program at Mississippi University for Women, the Board of Trustees of State Institutions of Higher Learning in its July, 1982, meeting proclaimed coed status for MUW in the following statement:

"The Board of Trustees of State Institutions of Higher Learning reaffirms the mission of Mississippi University for Women as a single sex institution. However, in light of the decision by the U.S. Supreme Court on July 1, 1982. MUW will immediately enroll qualified students in the University regardless of sex."

Continuing Education

Mississippi University for Women offers a variety of supplemental and non-traditional activities designed to meet public and community service needs. These include

conferences, workshops, mini courses, Weekend College, and others.

University Press

Mississippi University for Women is a member of the University Press of Mississippi.

UNDERGRADUATE ADMISSION

Procedure For Applying For Admission

Mississippi University for Women will consider for admission all qualified applicants meeting the following requirements:

1. An application for admission must be submitted by all applicants. Applicants who desire to reside in a dormitory must submit a twenty-five dollar room reservation fee with the housing application.
2. Transcripts for freshmen students must include the following academic subjects:

English

4 units—All must require substantial writing components.

Mathematics

3 units—Algebra I, Geometry, Algebra II.

Science

3 units—Choose from Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics and Advanced Physics. One of those chosen must be laboratory based.

Social Science

2½ units—Must include United States History and American Government.

Required Elective

1 unit—Choose from a foreign language or mathematics (above Algebra II) or a science (chosen from the science courses shown above).

Note: It is also recommended that students pursue two units of foreign languages, take a mathematics course during their senior year, take a computer science course and gain a level of typing proficiency.

Exceptions to these requirements include:

(1) Any student with an ACT Assessment composite score of 24 or above is exempt from the board of Trustees' high school units requirements.

(2) Any student with less than the composite score of 24 who has a deficiency in the required high school units may be exempt from an area of deficiency by having an ACT Assessment subtest score of at least 18 on the appropriate subtest. This option is not available for any student with more than one deficiency.

3. Each applicant must submit an acceptable composite score on the ACT battery of tests published by the American College Testing Program, or, for out-of-state students, an acceptable score on the Scholastic Aptitude Test (SAT). The high school principal or counselor or the MUW Director of Admissions will be glad to assist the high school student in arranging to take this test.

4. High School seniors who have earned fifteen units, who have the recommendation of their high school principal, and who meet MUW's admission requirements may enroll on condition as approved by the Director of Admissions.

5. All applicants must submit proof of measles/rubella immunization.

6. Admission to degree programs in nursing has special requirements in addition to the general requirements for admission to the University. These are described on page 21.

7. MUW does not discriminate on the basis of race, color, age, sex, handicap, or national origin.

Admission of Mature Students

Mature students without previous college attendance who wish to enroll in a degree program must submit an acceptable composite score on the ACT battery of tests published by the American College Testing Program. The Director of Admissions will be glad to assist the mature student in arranging to take this test. A high school transcript or GED is also required.

Those students enrolled for the first time who are 21 years of age or older may register without an ACT score. They may register for credit hours up to twelve (12) semester hours during a semester. Degree student status may be achieved by meeting the regular admission standards (including ACT) or by completing a minimum of twelve (12) semester hours or more with a "C" average.

Admission of Transfer Students

Any student who has earned the required high school units but whose ACT composite score is below Mississippi University for Women's minimum required score must attend an accredited institution of higher learning other than those under the governance of the Board of Trustees and must attain a "C" average (2.0 GPA on a 4.0 scale) in the following 24 semester credit hours:

6 semester hours of English Composition
3 semester hours of College Algebra or above

6 semester hours of Laboratory Science
9 semester hours of Transferable electives

Transfer students are accepted on the basis of the rating of the college from which they desire to transfer, the type of program pursued and the quality of work done at the college level. The transcript must certify that at the next registration the student's grades are such that she is eligible to re-enter the college from which she is transferring. Due to academic performance at another college or university, a student may be admitted to MUW on academic probation as determined by an evaluation of transfer credits. A transcript showing all college work should be sent to the Admissions Office when work has been completed prior to entering MUW. All students must earn at least 30 semester hours at MUW to qualify for an undergraduate degree.

Graduates of accredited junior colleges who transfer to Mississippi University for Women will lose no credit by the transfer but will be required to earn at least 64 semester hours at a senior institution (including 30 semester hours at MUW) before becoming eligible for any degree.

Readmission Warning

Each student is responsible for knowing whether she is eligible to continue in the University. An ineligible student who nevertheless registers in the University shall be dropped. See page 37-grades and academic standards.

GRADUATE ADMISSION

General Requirements for Graduate Study

Courses are offered throughout the eight divisions for which qualified candidates may receive graduate credit, although no degree program is offered at the graduate level except in nursing. Graduate courses in these divisions are

numbered 450 or above. They may be entered by students applying to the Graduate School, presenting a transcript showing a bachelor's degree from an accredited institution, and (if born in 1957 or later and attending the University for the first time) presenting evidence of immunization for measles and rubella.

UNITED STATES' EXHIBIT 821

THE UNIVERSITY OF MISSISSIPPI
1986 UNDERGRADUATE CATALOG

138th Year/134th Session

The University of Mississippi
University, MS 38677
Telephone (601) 232-7226
Or Toll Free in Mississippi: 1-800-222-5102

This catalog is not an unchangeable contract but, instead, an announcement of present policies only. Implicit in each student's matriculation with the University is an agreement to comply with University rules and regulations which the University may modify to exercise properly its educational responsibility.

Admission to the University

Applications • The applicant for admission for enrollment on the Oxford campus (undergraduate or graduate) is advised to submit the application for admission well in advance of the period in which enrollment is sought. Applications are accepted as early as one year prior to the desired enrollment, and applicants are encouraged to apply prior to 20 days before registration. Evaluation of applications received later than 20 days prior to registration may not be possible or may require the applicant to register late.

Applicants may expect to be enrolled, if admitted, in one of the following categories: undergraduate, graduate, law, or special.

Administration of Admissions • Admissions to the University are administered under policies established by state law, the Board of Trustees of State Institutions of Higher Learning, and by the University's faculty. Applications for enrollment on the Oxford campus as an undergraduate or in the Graduate School are submitted to the Office of Admissions and Records, The University of Mississippi, University, MS 38677; for the School of Law, to the Director of Admissions, School of Law, The University of Mississippi, University, MS 38677.

Jackson Campus • After completion of the undergraduate prerequisites, applications for enrollment in medicine, nursing, dentistry, and health related professions are submitted to the Division of Student Services and Records, The University of Mississippi Medical Center, 2500 N. State Street, Jackson, MS 39216.

Certificate of Admission • The applicant must provide accurate and complete responses to the application and related forms, meet all admission requirements and receive a CERTIFICATE OF ADMISSION before registration as a University student is permitted. The University's Committee on Admissions, on request, will review any application or will consider excepting any specific requirements under its control if the applicant can demonstrate the ability to meet the University's expectations.

Immunization Requirement • The Board of Trustees of State Institutions of Higher Learning, in cooperation with the Mississippi State Board of Health, has issued regulations requiring that all entering students whose date of birth is after January 1, 1957, must submit proof of immunization for measles and rubella prior to registration. Forms for documenting immunization or establishing an

exemption to this requirement are available from the Office of Admissions and Records or the Student Health Service, University of Mississippi, University, MS 38677.

Handicapped Services • To become eligible for handicapped services at The University of Mississippi, a student must first verify the diability by presenting a personal evaluation to the Counselor for the Handicapped. This evaluation must be conducted by a qualified examiner. In the case of learning disabilities, the students must contact the Counselor for the Handicapped for information regarding the evaluation requirements. The counselor for the handicapped can refer students to a qualified examiner, but the individual student will be responsible for both scheduling the appointment and for all related examination fees. Once the student's disability has been verified, the Handicapped Enabling Committee will recommend appropriate consideration to the faculty involved.

Freshman Admission • Admission requirements for entering freshmen are based essentially on two factors: scores on standard tests and previous academic performance. An applicant to the freshman class on the Oxford campus may be admitted provided the following requirements are met:

A. Minimum ACT score of 15 or 720 SAT (Mississippi students **must** take the ACT.)

B. High School Units Required[1]

---

[1] Applicants to the School of Engineering are required to present additional units in English, mathematics, and natural science. An ACT score of at least 20 or a total SAT score of 870 is also required to enroll. See the School of Engineering section of this catalog.

Subjects	Units Required	
English	4	– All must have substantial writing components.
Mathematics	3	– Alegbra I[2], Geometry, Algebra II or above.
Sciences[3]	3	– Choose from Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, Advanced Physics. (One unit must be laboratory based.)
Social Sciences	2½	– Must include U.S. History and American Government.
Required Electives	1	– Choose from a foreign language or mathematics (above Algebra II) or a science course from those listed above.

It is also recommended that students pursue two units of foreign language, take a mathematics course during their senior year, take a computer course, and gain a level of typing proficiency.

A Composite ACT score of 24 or SAT score of 1000 exempts students from the specific high school unit requirements.

Students who have no more than one deficiency may be admitted if the appropriate sub-test score on the ACT is at least 18.

---

[2] Algebra I taken prior to the 9th grade fulfills the Algebra I requirement but does not negate the need for three units of math in grades 9-12.

[3] Neither "General Science" nor "Physical Science" is acceptable to meet the science requirement.

A limited number of entering freshmen whose *standard test scores* do not meet the minimum for regular admission may be considered for probationary admission. This exception is to accommodate some talented and/or high risk students who demonstrate the potential to make satisfactory progress at the University. A special request (petition letter) should be addressed to the Committee on Admissions. If admitted, the probationary student must complete a normal course load (minimum of 12 semester hours in the summer or during a regular semester) and earn a 2.0 grade point average on a 4.0 grading scale. Failure to meet these requirements will result in academic dismissal.

Early Admission • A superior secondary school student may be admitted to the freshman class as an EARLY ADMISSION at the end of the third year in high school if (a) at least 15 acceptable secondary units (3 of which are in English, 2 in mathematics, and 2 in social sciences) have been earned and (b) if a standard score on the ACT or SAT has been earned that places the high school student in the top 30 percent of all high school seniors in the country. The minimum scores for this purpose are an ACT composite of 24 or an SAT total score of 1000. An applicant seeking Early Admission will also be required to submit a letter of recommendation from the principal which will include a statement that the applicant has completed at least 15 units toward graduation from high school.

ADMISSION WITH ADVANCED STANDING

Advanced Placement Program • Advanced placement and 3 semester hours of credit are awarded in American history, art, biology, calculus[4] chemistry,[5] classics, com-

[4] Three semester hours will be awarded for math-calculus AB, and six hours will be awarded for math-calculus BC.

[5] Chemistry 105 only.

puter science, English,[6] European history, French, German, mathematics, music, physics, and Spanish to students who participate in the College Entrance Examination Board (CEEB) Advanced Placement Program offered through their high schools and who earn scores of three or higher on the final examinations.

College Level Examination Program • Placement and credit are awarded for College Level Examination Program (CLEP) General and Subject Examinations as described below.

CLEP GENERAL EXAMINATIONS. Credit is granted by the University for CLEP General Examinations in English composition, history-social sciences, natural sciences and humanities. A minimum score requirement for English is 600; an additional requirement is an essay approved by the English Department.[7] The minimum score requirement is 500 on each of the other sections. Each carries 6 hours credit. Use of these in a University degree program is subject to approval of the academic dean and department chairman concerned.

CLEP SUBJECT EXAMINATIONS. The University grants credit for CLEP subject examinations in accountancy, chemistry,[8] computer science (general business),

---

[6] Any student receiving a 3 or 4 on the examination will receive 3 hours of credit; any student receiving a 5 on the examination will receive 6 hours of credit for English 101 and 102.

[7] The English Deparment will grant 3 hours credit through CLEP regardless of the test date. Students desiring to obtain English credit through CLEP should contact the Counseling Center prior to taking the examination.

[8] The candidate for placement and credit must also submit a passing score on the American Chemical Society Test administered by the University's Department of Chemistry. Credit for Chemistry 115 and 116 may not be earned through advanced standing examinations.

economics, English composition, French, German, history, management, marketing, mathematics, political science, sociology, Spanish, and biology to students who earn scores of at least 50. To obtain credit in English composition, the student must write an acceptable essay on a test administered and graded by the Department of English at The University of Mississippi.[9] Credit in a specific degree program at the University for any of these is subject to the approval of the dean and department chairman concerned, prior to taking the examination.

GRADES FOR CLEP CREDIT. A grade of Z is recorded for credit granted by CLEP examinations.[10]

Other Credit-by-Examination Policies • A student must earn 12 hours at The University of Mississippi before credit-by-examination may be recorded on the student's transcript. The total number of hours one may earn in any of the credit-by-examination programs is 63. AFTER EARNING 24 HOURS OF COLLEGE CREDIT, A STUDENT IS NO LONGER ELIGIBLE TO EARN CREDIT BY MEANS OF CLEP GENERAL EXAMINATIONS, EXCEPT FOR MATHEMATICS CREDIT.

Credit for Educational Experiences in the Armed Forces • Credit toward a bachelor's degree may be granted to those applicants who enroll on the campus (or in one of the residence centers) upon submission to the Office of Admissions and Records a certified copy of either D.D. Form 295 or D.D. Form 214 which indicates a period of continuous active duty for at least 90 days. Four semester hours will be granted for basic training or its equivalent,

---

[9] Students desiring to obtain English credit through CLEP should contact the Counseling Center prior to taking the examination.

[10] For explanation of the Z grade see page 79.

and it will be considered as credit in one of the University ROTC programs or as elective or physical education credit. Upon successful completion of 18 months participation with the Army National Guard/Active Army Reserve, an additional 6 hours will be awarded in the Army ROTC program. An additional 12 semester hours of credit in one of the ROTC programs will be granted to students who earned a commission while in service. Additional credit for training in formal service schools will be granted on the basis of recommendations published in A GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES or the recommendations of the Commission on Accreditation of Service Experiences insofar as the recommended credit can be evaluated as equivalent to a specific University course. The maximum credit allowed from these sources is 40 semester hours. Credit is also granted for correspondence courses completed through a United States Armed Forces Institute program up to the maximum of 33 semester hours for all credit from correspondence and extension sources. Credit is not granted for correspondence courses administered by the armed services.

ADMISSION OF TRANSFER STUDENTS

An applicant seeking to transfer to the University from a regionally accredited institution of higher learning may be admitted in good standing providing the following requirements are met:

(a) The applicant submits an official transcript from each institution of higher learning previously attended.

(b) The applicant has a cumulative grade point average of at least 2.0 on a 4.0 scale.

(c) The applicant is eligible to return to the institution of higher learning from which transfer is sought.

NOTE: A transfer applicant who has not met the following course requirements:

6 semester hours of English Composition
3 semester hours of College Algebra or above
6 semester hours of Laboratory Science
9 semester hours of Transferrable Electives

must show proof of an American College test composite score of 15 or Scholastic Aptitude Test combined score of 720. Official score reports from the testing services or scores recorded on official high school or college transcripts are acceptable.

Evaluation of Credits • The University will provide each approved transfer applicant with an evaluation of previously earned credits. The dean of the college or school to which the applicant is admitted determines the way previously earned credits will

* * * * *

UNITED STATES' EXHIBIT 836

FACILITIES REPORT

STATE OF MISSISSIPPI
INSTITUTIONS OF HIGHER LEARNING

CIVIL ACTION #GC 75-9-K

AYERS AND UNITED STATES OF AMERICA

v.

ALLAIN, ET AL.

Prepared by:
Harvey H. Kaiser
March, 1987

CONTENTS

Page

1. INTRODUCTION 1
2. SCOPE AND METHOD OF INVESTIGATION 9
3. GROWTH AND CHANGE 14
   - Enrollments: 1964/65 to 1984/85 20
   - Enrollment Comparisons 25
4. FACILITIES 27
   - Campus Space 29
   - Campus Space Comparisons 39
5. PLANT INVESTMENT 42
   - Buildings 42
   - Equipment 50
6. CONCLUSIONS 54
7. APPENDICES 62
   - Appendix A: Summary Eight Campuses 1953/54 to 1984/85
   - Appendix B: Fiscal Year 1986 Funding Requests

1. INTRODUCTION

In the Ayers v. Allain case, the United States contends that the defendants in the State of Mississippi, since 1953, "have maintained and perpetuated the dual system of higher education based upon race".[1] The issues are further defined in a Preliminary Pre-Trial Statement filed with U.S. District Court (N.D.Miss) on 1 December 1980:

> Whether the defendants have deprived black students in Mississippi of equal educational opportunity in public institutions of higher education by discriminating against traditionally black public universities in the assignments of institutional missions and scope, the placement of academic programs, the construction and maintenance of physical facilities and the allocation of state appropriations.[2]

This report analyzes the physical facilities aspects of the case.

The physical facilities of the eight higher education campuses administered by the Board of Trustees of State Institutions of Higher Learning (IHL) represent buildings constructed over the past 150 years (Figure 1). Determining whether the defendants have maintained a racially dual system of higher education with respect to physical facilities requires consideration of the origins of the campuses and their development over more recent times. Because of the uniqueness of this type of investigation, analyses must proceed on an exploratory basis: first, by gathering data and gaining familiarization with the campuses; second, by understanding the relationships between campuses in the

---

[1] Civil Action #75-9-K, filed in the U.S. District Court (N.D.Miss), p. 10.

[2] Preliminary Pre-Trial Statement of the United States, Ayers v. Winter, Civil Action #GC-75-9-K, December 1, 1980. para 3.7, p. 10.

System regarding missions, academic programs, and System policies concerning institutional developments; and third, examining the conditions of the individual institutions during their major period of expansion in the post World War II period which have created their present character.

The character of an institution can be generally described by its mission, traditions, and academic programs. Routes of access, topography, architectural styles of buildings, types and characteristics of facilities, and relationships of open space and buildings help to define campus character. Physical characteristics of a campus also contribute to images that are part of the subjective impression of a campus. General terms of "research university", "liberal arts college", "technical institution", "rural residential", or "urban" also describe campus character. In the state of Mississippi, traditional racial identification is also a description of campus character. The current character of each of the eight IHL campuses results from a variety of historical decisions. Agencies of the state responsible for resource allocation, the System governing board, and campus administrators all played important roles in campus development. Over time, their initiatives and decisions shape the campuses as viewed today. Until 1953, the State of Mississippi maintained a dual system of higher education through statutory legislation. The inequitable treatment of the traditionally black institutions has been reported in various documents evaluating the State's system of higher education. For the past thirty years, resource allocation for land acquisition, facilities, and equipment had the potential for eliminating the characteristics of a racially dual system.

Because facilities are an important component of the character of a campus, they provide a significant measure of efforts taken to alter a campus character. As missions

FIGURE 1

IHL CAMPUS LOCATIONS

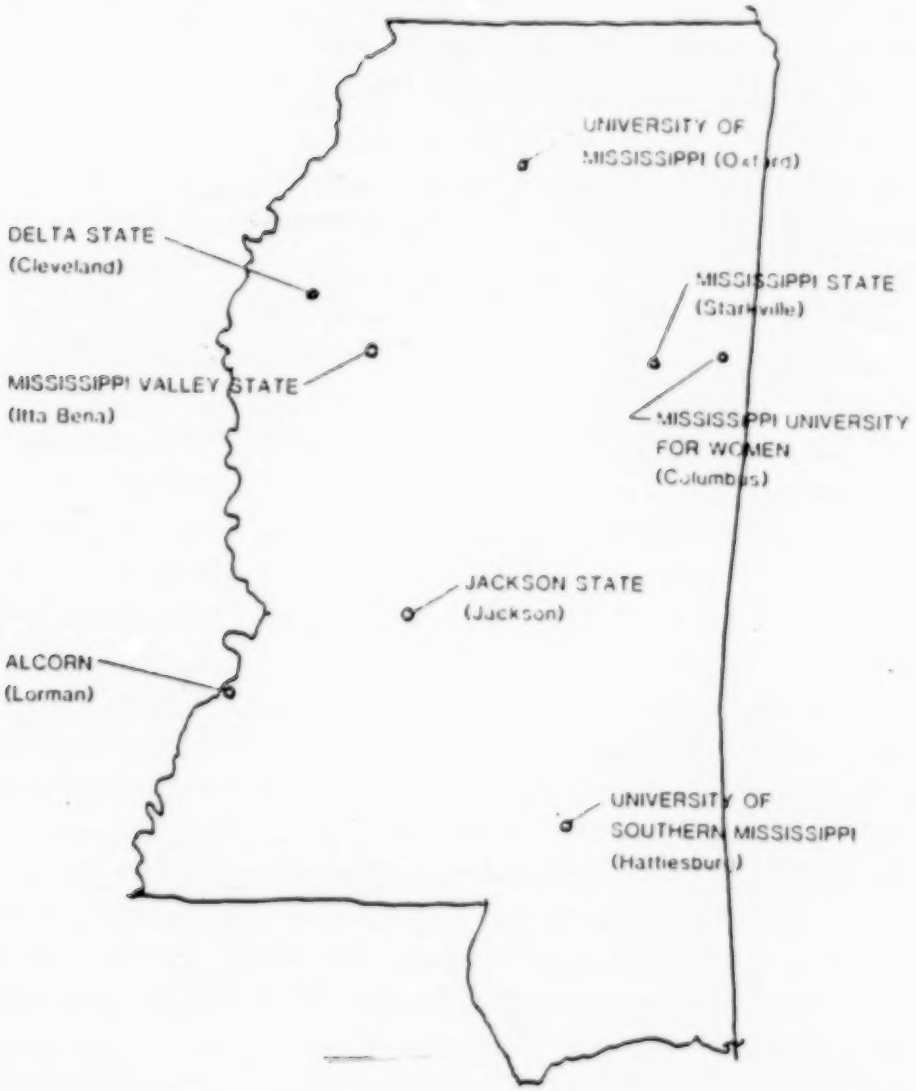

Figure 1.
IHL Campus Locations

are modified and programs expanded or new ones introduced, resource allocation decisions follow. Indeed, funds expended for buildings and grounds may be the most tangible measure of the determination to change a campus' character. A comparison of the resource allocations for facilities provide insights into policies and actions taken to modify the conditions at each campus.

The central question of the research and analyses conducted for this report is whether the allocation of resources for facilities—funds for capital expenditures, plant additions, and major repairs and renovations—during the past thirty years contributed to elimination of vestiges of a racially dual system in place in 1953. That year was selected for beginning the analyses of campus changes undergoing a period of dramatic expansion. A coincidence was the preparation of a comprehensive report (the Brewton Report) with useful data on facilities in 1953/54.

The evaluation of a higher education system for vestiges of a dually racial system is unique. Normative criteria must be applied judiciously in seeking whether actions taken in allocating resources for facilities were effective in achieving the goal of eliminating vestiges of a dual system. In this regard, viewing a campus and comparing it to other components of a system this year, or at any single year, does not provide an adequate basis of evaluation. Each year folds into the next with changes occurring in academic programs and facilities needs. Closely interwoven with these changes are the State of Mississippi's obligations to eliminate the vestiges of a dual system of higher education.

Planning an existing campus for program and enrollment expansion or the creation of a new campus can be based on normative criteria for space allocated to specific activities similar to the planning of a new building or a

renovation. Definitions of space per student or by a specific functional activity enable the planner to project future needs. The same kinds of criteria are also applied to comparing existing facilities for adequacy and evaluating capital budget needs. Published guidelines for space per full-time equivalent (FTE) student and specific space uses are available from a variety of sources, including the 1974 NCES *Inventory of Physical Facilities in Institutions of Higher Education.* The sources provide useful normative criteria, e.g., overall campus space (GSF and NASF) per FTE and space by HEGIS category of space use. However, in the analysis of Mississippi IHL campuses, we are examining changes over time for a system and comparisons between campuses.

Expenditures for the addition of space or improving existing facility conditions are a single event in the evolving character of an institution. One year's activity may be significant but can obscure the failure to respond to other opportunities to add academic programs or expand existing ones. The documented relative position of the TBI's compared to the TWI's in 1953 establishes the difference in the character of the institutions. Missions were limited, graduate and research activities were absent from the TBI's. The fundamental question is whether the State of Mississippi compensated for these differences from a facilities perspective. The implication is that a study of actions taken over time is necessary rather than a "snapshot" view of current campus conditions compared to other campuses in a system.

By collecting data over the thirty year study period, a series of questions can be framed. For example, at the conclusion of the 1954 Brewton Study[3], did the State of Mis-

---

[3] John R. Brewton. Higher Education in Mississippi, Digest of the Survey Report, Board of Institutions of Higher Learning, 1954.

sissippi move affirmatively to eliminate the differences in character between traditionally black and traditionally white institutions? Did the State of Mississippi compensate for the differences in each biannual capital appropriation, accumulating into thirty years of resource allocation by building facilities for academic programs and support services at the traditionally black institutions (TBI's)? Was the level of compensation adequate to change the character of the TBI campuses?

The central theme of this report then becomes not one of comparability of recent resource allocation practices and current facilities but whether policies of the state maintained or eliminated the dual system existing in 1953. It is worth noting that current procedures and practices for capital funding could imply equitable treatment of all IHL campuses. Furthermore, the possibility of no discernible differences in amount of space or plant value per FTE today could suggest that a dual system is no longer being maintained. From a research point of view, the examination of whether vestiges of a dual system exist or whether a dual system is being maintained goes beyond current practices and conditions.

A basic research proposition can be framed as follows: if at the beginning of Mississippi's major expansion in higher education the institutions were different in character or historically had received dissimilar treatment in resource allocation for facilities, then special treatment would have been necessary to change the character of the TBI's. The scope and method of investigation has been designed to determine whether the practices and results of resource allocation for facilities during the past thirty years compensated for conditions existing prior to the statutory changes eliminating a dual system.

2. SCOPE AND METHOD OF INVESTIGATION

The scope and method of investigation for this report was shaped by the central issue of whether a dual system was maintained or eliminated by resource allocation for facilities. In 1980/81 and 1986/87 an extensive review was made of available documents along with visits to each campus. Interviews were held with campus administrators and staff, and with staff of the IHL to gain additional information.

An initial review of documents showed that there were limitations in the availability and accuracy of data during the post World War II period of growth. This point has been reinforced by the 1979 report of Dober and Associates[4] on campus conditions ". . . the ability to make exact statements about facilities begins with serious limitations." Thorough efforts were undertaken to overcome these limitations by obtaining data and commentary for significant indicators of resource allocation from 1953/54 to 1984/85. An initial sorting of information suggested that data on campus space (reported as gross square feet or net assignable square feet) and plant investments in capital expenditures for plant additions and major repairs and renovations was available throughout the study period although not uniform and consistent. It was recognized that this was self-reported data and subject to some inaccuracies in amounts and designated time of occurrence. However, an overall picture began to emerge in which data errors could be acknowledged as not significantly affecting analyses.

---

[4] Dober and Associates, Inc.: Physical Facilities and Conditions at Eight University Campus Operated by the Board of Trustees of Higher Learning, State of Mississippi. New York: Academy for Educational Development, 1979.

The primary sources of data selected for the study were statewide surveys of Mississippi higher education, institutional biannual financial reports and the Mississippi State Building Commission biannual Survey of State Owned Buildings. The statewide survey included the Gibson Study (1945)[5], the Brewton Report (1954)[6], Report of the Advisory Groups (1961)[7], and the Dober and Associates Studies (1979 and 1981)[8]. Although data was not reported in identical ways the reports provided useful information describing the physical development of IHL institutions.

The availability and consistency of data for capital resource allocation resulted in the primary measures for analysis for the period from 1953/54 to 1984/85: 1) full-time equivalent (FTE) enrollment; 2) amount of space; and 3) plant investment. This information was available for all campuses in biannual financial reports for plant investment and by year of construction in the State Building Commission surveys and the Dober and Associates studies. Unavailability of detailed data in the HEGIS format for functional uses of space and building condition reports prevented the use of traditional methodologies. As indicators of resource allocation, campus space and plant investment reflect the state's response to enrollment and academic program-driven opportunities to change the character of an institution. The research premise in using these indicators was to determine if the additions to space and capital expenditures were done in an affirmative

---

[5] Joseph E. Gibson. *Mississippi Study of Higher Education*, 1945. Board of Institutions of Higher Learning, 1945.

[6] Brewton, op cit.

[7] *Public Education in Mississippi, Reports of Advisory Groups, Volume II*. Board of Institutions of Higher Learning, 1961.

[8] Dober and Associates, 1979. op cit. Dober and Associates. *Capital Improvements Study, 1981*.

fashion to compensate for the differences in the character of the TBI's compared to TWI's.

Campus space is reported in gross and net assignable square feet and was based on self-reported campus information, with cross checking where possible from several sources. Plant investment is derived from financial reports of book value added annually and compared to construction costs reported in State Building Commission reports. Building replacement values were calculated using cost indexes for Jackson, Mississippi and compared to State Building Commission surveys. To compare institutions, calculations using the number of full-time equivalent (FTE) students were made.

Analyses of data were based on accumulating information at five year intervals to avoid the occurrence of a one year aberration through a major addition of space or fluctuation in enrollments. This approach adjusted some of the effects of double-digit inflation of construction costs in the 1970's and recent down turns in enrollments on several campuses. Another influence on analyzing data was the difference in economies of scale on larger campuses, where space additions have a lesser effect on changing campus character than on smaller campuses. For example, on campuses with small enrollments, the space per FTE and plant replacement value per FTE would be expected to be higher than on larger campuses because of the uniqueness of each space type.

Data was accumulated for each campus and then grouped by categories of TBI's and TWI's (See Appendix A). Comparisons were then made for: 1) universities (Jackson State, Mississippi State, University of Mississippi, and University of Southern Mississippi); 2) proximate campuses in the Cleveland area (Delta State and Mississippi Valley State); 3) for the land grant institutions (Alcorn and Mississippi State).

The report first reviews enrollments at the eight IHL campuses from 1953/54 to 1984/85. This is followed by data on facilities which describes and analyzes campus space and plant investment. Material on the most recent five year period identifies changes in campus space and plant investments, along with current requests for capital improvements. A conclusion draws together the analyses of data and reports findings.

3. GROWTH AND CHANGE – ENROLLMENTS 1953/54 to 1984/85

Growth and change has been significant in the eight public institutions of higher education in the State of Mississippi from 1953/54 to 1984/85. Total FTE enrollment has grown from 9,500 students in 1954 to a peak of 45,000 students in 1977. The total physical plant has been increased to accommodate the enrollment growth, along with expanded academic programs.

A starting point in examining the patterns of growth and change between traditionally white institutions (TWI) and trad tionally black institutions (TBI) is the Brewton 1954 study. The study stated that: "[A]lthough the State has made noticeable strides during the past decade in the education of its Negro citizens on all levels, the goal of equality is still very distant."[9] The study further defined the differences in higher education equality: "[O]pportunities (in higher education) are limited to the three colleges (TBI) to undergraduate training in teacher education, in agriculture and the mechanical arts, and in the practical arts and trades; whereas the needs of the white population are served by five colleges, with offerings extending from a variety of undergraduate programs through extensive offerings on the graduate and professional levels."[10]

---

[9] Brewton, op. cit. p. 146.

[10] Brewton, op. cit. p. 148.

The enrollment in 1954 was divided between 1510 students (16% of the total), in the TBI's and 7,985 students (84% of the total) in the TWI's. The Brewton Study[11] response to the inequalities were recommendations to increase the portion of black students in higher education and, simultaneously, improving and expanding academic programs with graduate education. These recommendations were to be introduced in a comprehensive manner. This implied both growth *and* a change in the character of the TBI's. Although the study specified missions for each of the three TBI's, it did not identify which would supply the proposed graduate program needs. In fact, it was suggested that if graduate expansion at Jackson State was unavoidable, then "immediate" cooperation with the University of Mississippi to develop the programs should be sought, with advanced degrees conferred by the University of Mississippi.

In 1954, study recommendations were made for enrollments and plant investments to meet projections for the next decade. By 1965, total enrollments were expected to reach 15,000 students; TBI's were to expand to 3,500 students and TWI's to 11,500 students. To meet the needs of expanded enrollment and programs, projections were made for new buildings and remodeling and renovation of existing buildings and grounds. Table 1 summarizes these projections and allocations of funds to accommodate changes.

---

[11] Brewton, op. cit. p. 160.

TABLE 1

Mississippi Public Institutions of Higher Learning

Enrollment: 1953/54 (Actual), 1965 (Projected)
Expenditures: 1953/54-1965 Projected

INSTITUTION	Enrollment 1953/54 (Actual)	Enrollment 1965 (Projected)	Enrollment Difference	Total Expenditures 1953/54-1965 (Projected)	Expenditures/FTE 1953/54-1965 (Projected)
Alcorn	541	800	259	$ 500,000	$1,930
Miss. Valley	185	700	515	1,700,000	3,300
Jackson State	784	2,000	1,216	5,000,000	4,111
Total TBIs	1501	3,500	1,990	7,200,000	3,618
Delta State	423	600	177	2,000,000	11,299
Miss. State	2451	3,500	1,049	9,000,000	8,579
M. U. Women	820	900	80	2,600,000	32,500
U. Miss.	2197	3,000	803	9,000,000	11,208
U. So. Miss.	2094	3,500	1,406	7,600,000	5,405
Total TWIs	7985	11,500	3,515	30,200,000	$8,591
Total all IHL	9495	15,000	5,505	$37,400,000	$6,794

Source = Brewton Report, 1954, p. 256, Table 24; pp. 257-275.

The allocations per full-time equivalent (FTE) student for each institution are an indication of how the character of each institution would change to meet enrollment and academic growth. At Alcorn A & M, projected allocations (in 1955 dollars) range from less than $2,000 per FTE to $32,500 per FTE at Mississippi University for Women. Comparisons between the proposed average funding for growth of TBI's and TWI's show sharp disparities; More than twice the amount per FTE was designated for TWI's in comparison to the TBI's (8,592 to $3,618). Even though one would expect economies of scale for the larger institutions, that is, less funds per FTE for larger institutions than for smaller institutions, this was not the case.

The potential opportunities for Jackson State to accommodate graduate programs can be questioned by comparing its funding proposal to the three traditionally white universities. The average for Ole Miss, Mississippi State, and the University of Southern Mississippi was $8,400/FTE, compared to $4,111 for Jackson State. It can be concluded that this proposed level of funding would continue the character of Jackson State as an undergraduate institution and limit its ability to achieve university status.

A comparison between the two undergraduate institutions serving the Cleveland area, Delta State and Mississippi Valley State, show disparities between TBI's and TWI's expenditures and funds for facilities per FTE. To accommodate an additional 515 students, reaching a total of 700 by 1965, Mississippi Valley State had less funds recommended per FTE than Delta State. The latter was to increase by only 177 students for a total of 600 students. The funds per FTE for Delta State was over three times the amount allocated for Mississippi Valley State.

Disparities also existed for the state's land grant institutions: Alcorn and Mississippi State. Alcorn's projected

enrollment increase was 32 percent (541 to 800) and Mississippi State's 30 percent (2,451 to 3,500). However, the projected capital funds per FTE were at $1,930 for Alcorn and $8,579 for Mississippi State.

By the time the Advisory Study Groups had completed their work in 1961, enrollment growth had exceeded the 1965 projections. Of the total 18,000 students, the share at TBI's had increased, but not as high as projected. The patterns of change shown in Table 2 indicate that although enrollment increased significantly at the TBI's, their character did not change. Alcorn and Mississippi Valley were still undergraduate institutions and Jackson State offered only a limited number of graduate programs at the Master's level.

TABLE 2
ENROLLMENTS

1953/54, 1960/61, 1964/65, 1969/70, 1974/75, 1979/80, 1984/85

	1953/54	1960/61	% Inc	1964/65	% Inc	1969/70	% Inc	1974/75	% Inc	1979/80	% Inc	1984/85	% Inc
TBI's													
Alcorn State	541	890	64.5%	1,407	58.1%	2,385	69.5%	2,335	- 12.1%	1,942	- 16.8%	2,199	13.2%
Jackson State	1,048	1,422	35.7%	1,930	35.7%	4,249	120.2%	5,405	27.2%	6,639	22.8%	5,564	- 16.2%
Mississippi Valley State	185	939	407.6%	1,594	69.8%	2,310	44.9%	2,659	15.1%	2,609	- 1.9%	2,280	- 12.6%
Subtotal TBI's	1,774	3,251		4,931		8,944		10,399		11,190		10,043	
TWI'S													
Delta State	423	919	117.3%	1,487	61.8%	2,441	64.2%	2,659	8.9%	2,580	- 13.0%	3,473	34.6%
Mississippi State	2,451	4,285	74.8%	5,915	38.0%	8,000	35.2%	9,657	20.7%	10,530	9.0%	10,685	1.5%
Mississippi Univ Women	820	1,473	79.6%	2,397	62.7%	2,436	1.6%	2,375	- 2.5%	1,973	- 16.9%	1,573	- 20.3%
Univ. of Mississippi	2,197	3,994	81.8%	4,554	14.0%	6,353	39.5%	7,247	14.1%	8,406	16.0%	7,504	- 10.7%
Univ. So. Mississippi	2,289	3,996	74.6%	5,398	35.1%	7,072	31.0%	8,438	19.3%	8,961	6.2%	10,686	19.3%
Subtotal TWI's	8,180	14,667		19,751		26,302		30,376		32,450		33,921	
TOTAL	9,954	17,918		24,682		35,246		40,775		43,640		43,964	

ENROLLMENTS: 1964/65 to 1984/85

By 1965 enrollments in the eight institutions were almost 10,000 more students than had been projected by the 1954 Brewton Study. Despite enrollments growths and major expenditures by the state in higher education, disparities between the TBI's and TWI's continued to exist. While the eight campus enrollments grew to almost 25,000 students, an increase of almost 15,000 from 1983/84, the share of total enrollment at TBI's only increased from 18% in 1953/54 to 22% in 1984/85. On a program basis, the TBI's offered fewer undergraduate programs than the TWI's; at the graduate level the TBI's offered 3 programs compared to 182 at the TWI's. No TBI's offered the doctorate degree.

From 1964/65 to 1984/85, statewide FTE enrollment at the eight main campuses nearly doubled to a peak of approximately 45,000 students. The statewide pattern followed national trends with the momentum of the post World War II baby boom, increases in traditional college age attendance rates expanding into the late 1970's and levelling off in the 1980's. Patterns of enrollment growth varied on each of the campuses with peaks reached as early as 1967/68 (MUW) and as recently as 1983/84 (DS, MSU and USM) (Table 3). Rapid growth continued on all campuses through 1969/70 and declines began in the mid and late 1970's. The TBI's have all fallen below their peak levels and lost their share of statewide enrollments in recent years which steadily grew from 18% in 1953/54 to 25% in the 1970's and declined to 22% in 1984/85.

TABLE 3

ENROLLMENTS: PEAKS AND 1984/85

	Peak Enrollment		*1984/85*
TBI's			
Alcorn State	(75/76)	2,790	2,199
Jackson State	(77/78)	6,875	5,205
Mississippi Valley State ...	(76/77)	3,072	2,280
TWI's			
Delta State	(83/84)	3,769	3,473
Mississippi State	(83/84)	11,256	10,685
Mississippi Univ. Women .	(68/69)	2,601	1,573
U. of Mississippi	(78/79)	8,523	7,505
U. of S. Mississippi	(83/84)	10,778	10,686

The following are detailed descriptions of enrollments at each campus.

Alcorn State: Enrollments (FTE) grew from 541 in 1953/54 to over 1,400 in 1964/65. Growth increased to average around 2,400 in the mid 1970's with a peak of 2,790 in 1975/76. In the past five years enrollment has averaged around 2,100 undergraduate and 100 graduate students with 96% black.

Delta State: Delta State rapidly grew from 423 students in 1953/54 to almost 1,500 in 1964/65. Growth continued into the mid 1970's with combined undergraduate and graduate enrollments averaging 2,500 to 2,800 students. After a level period enrollment again increased to a peak of 3,769 in 1983/84 and declined by about 10% in the past two years to average around 3,000 undergraduate and 300 graduate students with 83% white.

Jackson State: Jackson State's enrollment in 1953/54 of 1,048 students steadily increased to a peak of 6,875 in 1977/78. A growth in graduate enrollments to over 600 contributed to this peak. Undergraduate enrollment has steadily declined in recent years to a low of 4,650 students and averaging 5,100, while graduate students have averaged over 500 per year. The black undergraduate enrollment has averaged around 95% and graduate at 85%.

Mississippi State: Mississippi State has seen a constant growth from a 1953/54 enrollment of 2,451 to a peak of 11,256 in 1983/84. Enrollment has been relatively constant the past two years with approximately 9,700 undergraduate and 1,100 graduate students. The racial profile was 89% white undergraduate and 92% white graduate.

Mississippi University for Women (MUW): Enrollments grew at MUW from 820 in 1953/54 to a peak of 2,601 in 1968/69. The total for undergraduate and graduate students averaged 2,300 to 2,500 for a decade and then began a decline to 1,539 students in 1984/85. Decreases can be attributed to a drop in graduate enrollment from a peak of 268 in 1975/76 to 16 in 1984/85 and by changing attitudes towards the predominantly single-sex college. Intensive recruiting has recently reversed a trend which reached a low of enrollments of 1,478 in 1981/82.

Mississippi Valley State: In 1953/54 Mississippi Valley State was a relatively new campus of 185 students. Extensive additions of facilities accommodated an increased enrollment to an average of 2,400 through the 1970's and a peak of 3,072 in 1976/77. Enrollments, primarily of undergraduate students, has declined to 2,280 in 1984/85. Graduate enrollment has ranged from 25 to 50 students in recent years. The student body is over 99% black.

University of Mississippi: From a total enrollment of 2,197 in 1953/54, the undergraduate and graduate enrollments steadily increased to a peak of 8,523 in 1979/80.

Modest declines brought the enrollment down to 7,505 in 1984/85. The campus has averaged 7,800 during the past ten years with 7,000 undergraduates and 800 graduate students. Approximately 90% of the undergraduate and 80% of the graduate students are white.

University of Southern Mississippi: The University of Southern Mississippi's enrollments grew steadily from 2,289 in 1953/54 to a peak of 10,778 in 1983/84. The 1984/85 enrollment of 10,686 was divided between 9,313 undergraduates and 1,373 graduate students, approximately 80% undergraduate and 85% graduate are white students.

ENROLLMENT COMPARISONS

Universities: In 1953/54, Jackson State's enrollment was less than half of any of the three TWI's; in 1984/85 Jackson State's enrollment was less then half of Mississippi State and USM and two-thirds of Ole Miss (Table 4). This pattern is similar to any of the peak year enrollments on the four campuses. During the past five years, Jackson State averaged around 5,100 undergraduate and 500 graduate students, ranging from a third to a half the TWI's (Table 5).

Delta State and Mississippi State: Delta State and Mississippi Valley State (MVS) enrollments paralleled each other at the undergraduate level from 1960/61 to 1979/80. MVS reached a peak of 3,014 in 1976/77 and Delta State's peak was 2,954 in 1983/84. However, Delta State's graduate enrollment averaging over 300 in the past decade and a steady undergraduate enrollment of around 3,000 contrast to MVS's declining enrollment of approximately 2,300 during the past five years.

Land Grant Campuses: Enrollments at Alcorn State and Mississippi State, the State of Mississippi's two land grant

TABLE 4
ENROLLMENTS – RESEARCH UNIVERSITIES

	1953/54	1960/61	% Inc	1964/65	% Inc	1969/70	% Inc	1974/75	% Inc	1979/80	% Inc	1984/85	% Inc
Jackson State	1,048	1,422	35.7%	1,930	35.7%	4,249	120.2%	5,405	27.2%	6,639	22.8%	5,564	– 16.2%
TWTS													
Mississippi State	2,451	4,285	74.8%	5,915	38.0%	8,000	35.2%	9,657	20.7%	10,530	9.0%	10,685	1.5%
Univ. of Mississippi	2,197	3,994	81.8%	4,554	14.0%	6,353	39.5%	7,247	14.1%	8,406	16.0%	7,504	– 10.7%
Univ. So. Mississippi	2,289	3,996	74.6%	5,398	35.1%	7,072	31.0%	8,438	19.3%	8,961	6.2%	10,686	19.3%
Total TWI's	6,937	12,275		15,867		21,425		25,342		27,897		28,875	
	7,985	13,697		17,797		25,674		30,747		34,536		34,439	

TABLE 5

ENROLLMENTS: RESEARCH UNIVERSITY
AVERAGE 1980/81 to 1984/85

	Undergrad	Grad	Total
Jackson State	5137	547	5684
TWI'S			
Mississippi State	9657	1143	10,800
Univ. of Mississippi	7352	724	7,521
Univ. So. Mississippi	8918	1302	10,220

campuses, show significant differences. Over the thirty-year period from 1953/54 to 1984/85, Alcorn's total enrollment has remained about 20% of Mississippi State's. During the past five years, Alcorn's undergraduate and graduate enrollments averaged 2,100 and 100 respectively, compared to 9,700 undergraduates and 1,100 graduate students at Mississippi State.

4. FACILITIES

Enrollment growth from approximately 10,000 students in 1953/54 to a peak of 45,000 students in the 1980's was accompanied by a substantial increase in campus space and plant investment. The momentum of building responding to enrollment growth began in the early 1960's and additions to campus space are still underway, although at a much reduced pace in the past few years.

Analyses of Mississippi's policies for allocating resources to each campus is based on: 1) the quantity of space in gross square feet (GSF) and net assignable square feet (NASF); and 2) plant investment. Additions to campus space and the accompanying plant investments are generally in response to enrollment growth, expanded or

new academic programs, and replacement of deteriorated or functionally obsolete facilities. Occasionally, the approval of funding anticipates program and space requirements. More typically, however, the availability of a facility will follow a need by several years. The time for delivery of a facility from initial campus identification of a need to occupancy can take 3 to 5 years under high priorities. Backlogs in statewide priorities and available resources can extend this period 10 years or longer.

The amount of space and plant investment for a campus is an indication of the State of Mississippi's higher education policies and priorities. Overall quantities of space and assignable area changing over time are an historic record of a campus' growth. In comparison to other campuses, they become important indicators of the level of programs and attractiveness to a diverse student population and faculty.

Analyses of campus space and plant investments for an individual campus or comparisons to other campuses in a period of growth is evaluated over time rather than in any individual year. This approach avoids the unique event of a major addition to plant by one or more buildings or a short term drastic fluctuation in enrollment. During the years 1960/61 to 1984/85, space on the eight campuses in Mississippi expanded from 6.5 million (GSF) to 18.2 million (GSF) and replacement value (in constant dollars) increased from around $200 million to over $920 million. Although enrollment was growing, system wide fluctuations occurred as some campuses reached peak years in the early 1970's, followed by sharp declines and recent stability. Other campuses saw continuous growth until levelling off in the past few years.

Several sources were used to gain a composite picture of campus facilities over a twenty-five year period, including

individual campus biannual reports, reports prepared by the Board of Trustees, Institutions of Higher Learning (IHL) and the Mississippi State Building Commission. Also of importance were studies prepared for the IHL by Dober and Associates, Inc.: *Physical Facilities and Conditions at Eight University Campuses* (1979), and *Capital Improvements Study* (1981). Site visits were also made to the campuses in 1981 and 1986/87 to evaluate the accuracy of the reports and familiarization with the settings and general building conditions.

CAMPUS SPACE

The total increases in campus gross space (GSF) from 1960/61 to 1984/85 ranges from 682,000 (GSF) at Delta State to almost 3.3 million GSF at Mississippi State (Table 6). In the early years of growth several campus doubled in size in only five years (Alcorn, Jackson State, and U. So. Mississippi). In the past five years additions to plant ranged from 0% to 5%, except for Jackson State (21.5%). The largest institutions in 1960/61, the three TWI research universities, show a proportionally smaller increase over 25 years which can be attributed to the availability of general purpose facilities: libraries, athletic and physical education space, student unions, etc. However, growth of almost 2 million GSF each at Ole Miss and USM, and over 3 million GSF at Mississippi State, represent significant increases.

Gross campus space is a useful indicator of plant investment as a measure of the allocation of resources to each campus. The distribtion of net assignable square feet (NASF), data available from 1969/70 to 1984/85 for the eight campuses, permits analyses of institutions' abilities to meet their mission and comparisons among institutions (Table 7). The ratio between NASF and GSF is in the

CAMPUS SPACE
(Gross Square Feet)

	1960/61	1964/65	% Inc	1969/70	% Inc	1974/75	% Inc	1979/80	% Inc	1984/85	% Inc	Increase 1960/61-1984/85
TBI'S												
Alcorn State	244,991	509,576	108.0%	818,378	60.6%	1,001,385	22.4%	1,235,159	23.3%	1,234,611	0.0%	989,620
Jackson State	262,022	582,969	122.5%	859,242	47.4%	999,664	16.3%	1,129,882	13.0%	1,372,587	21.5%	1,110,565
Miss. Valley State	309,483	582,359	88.2%	773,558	32.8%	1,139,942	47.4%	1,296,244	13.7%	1,324,007	2.1%	1,014,524
Subtotal TBI'S	816,496	1,674,904		2,451,178		3,140,991		3,661,285		3,931,205		3,114,709
TWI'S												
Delta State	408,369	571,059	39.8%	693,872	21.5%	852,968	22.9%	1,132,725	32.8%	1,090,575	- 3.7%	682,206
Mississippi State	1,729,176	2,964,093	71.4%	3,722,961	25.6%	3,940,355	5.8%	4,788,851	21.5%	5,017,758	4.8%	3,288,582
Miss. Univ. Women	687,121	1,068,318	55.5%	1,329,811	24.5%	1,387,931	4.4%	1,544,132	11.3%	1,544,159	0.0%	857,038
Univ. of Miss.	1,805,734	2,305,025	27.7%	2,638,584	14.5%	2,840,161	7.6%	3,573,981	25.8%	3,741,360	4.7%	1,935,626
Univ. So. Miss.	962,953	2,102,083	118.3%	1,991,300	- 5.3%	2,122,591	6.6%	2,822,252	33.0%	2,849,091	1.0%	1,886,138
Subtotal TWI'S	5,593,353	9,010,578		10,376,528		11,144,006		13,861,941		14,242,943		8,649,590
TOTAL	6,409,849	10,685,482		12,827,706		14,284,997		17,523,226		18,174,148		11,764,299

CAMPUS SPACE
(Net Assignable Square Feet)

	1969/70	1974/75	% Inc	1979/80	% Inc	1984/85	Increase 1969/70 % Inc	1984/85
TBI'S								
Alcorn State	585,729	878,408	50.0%	1,063,087	21.0%	1,011,925	−4.8%	426,196
Jackson State	563,492	746,787	32.5%	960,874	28.7%	1,110,457	15.6%	546,965
Miss. Valley State	584,214	777,687	33.1%	912,318	17.3%	923,212	1.2%	338,998
Subtotal TBI'S	1,733,435	2,402,882		2,936,279		3,045,594		1,312,159
TWI'S								
Delta State	610,607	683,399	11.9%	900,383	31.8%	817,215	−9.2%	206,608
Mississippi State	2,418,298	2,646,140	9.4%	2,777,780	5.0%	3,106,942	11.8%	688,644
Miss. Univ Women	900,225	941,805	4.6%	1,045,273	11.0%	1,045,273	0.0%	145,048
Univ. of Miss.	1,793,371	1,940,794	8.2%	2,262,304	16.6%	2,261,766	0.0%	468,395
Univ. So. Miss.	1,336,658	1,489,338	11.4%	1,778,132	19.4%	1,798,429	1.1%	461,771
Subtotal TWI'S	7,059,159	7,701,476		8,763,872		9,029,625		1,970,466
TOTAL	8,792,594	10,104,358		11,700,151		12,075,219		3,282,625

range of 50% to 70% depending upon efficiency of building design in gaining the maximum usable space for assignable purposes.

As enrollment patterns changed over the past 25 years, so did the space per capita. Measured as GSF per FTE or NASF per FTE, this indicator is usually used in planning requirements for new construction and renovations. It also serves to analyze variations between institutions. Dober[14] notes that these distributions "probably reflects historic circumstances, including differences among the institutions in age, program offerings, organizational structure, faculty and staff ratios, fluctuations in undergraduate and graduate enrollments, geographic location, and State and Federal funding patterns." In making comparisons between institutions, the difference in missions for teaching, research, and community service will also have some impact on per capita space figures.

Several observations can be made from the per capita space data (Table 8).

- Mississippi University for Women has consistently had the highest GSF and NASF per student.
- Enrollment declines in recent years at Alcorn and MVS rank them the second and third highest space per capita after low rankings of space per capita in 1960/61.
- Ole Miss has shifted from a high space per capita to a middle position among the eight campuses in recent years.
- Delta State has remained in the middle of space per capita rankings until recent years' enrollment increases and an increasing backlog of facility needs.

---

[14] Dober & Associates, Inc. *Capital Improvements Study – 1981*. p. 3-7.

- Mississippi State experienced high space per capita throughout the 25 year period of campus growth.
- USM has retained the lowest GSF and NASF per capita of any of the TWI research universities as it has reached the position of the largest enrollment in the state.
- Jackson State's space per capita has been the lowest of all the state's campuses during the 25 year period.

Analyses of space per capita requires an overview of patterns during the period 1960/61 to 1984/85 to understand the relationships between enrollment changes and plant additions and avoid distortions at a single year's relative position. However, campus space in 1980/81 is representative of enrollment relative to space for a mature system of eight campuses as a measure of the state's allocation of resources for facilities. The Dober & Associates study based on 1980/81 data provides comparisons of space per capita when enrollments were at or near peaks and only a relatively small proportion of space was later added to the campuses (Table 8a).

TABLE 8

GROSS SPACE PER FULL-TIME EQUIVALENT

	1960/61	1964/65	1969/70	1974/75	1979/80	1984/85
TBI'S						
Alcorn State	275.27	362.17	343.14	428.86	636.02	561.44
Jackson State	184.26	302.06	202.22	184.95	170.19	246.69
Mississippi Valley State	329.59	365.34	334.87	428.71	496.84	580.70
TBI Average GSF/FTE	263.04	343.19	293.41	347.51	434.35	462.95
TWI'S						
Delta State	444.36	384.03	284.26	320.79	439.04	314.02
Mississippi State	403.54	501.11	465.37	408.03	454.78	469.61
Mississippi Univ Women	466.48	445.69	545.90	584.39	782.63	981.66
Univ. of Mississippi	452.11	506.15	415.33	391.91	425.17	498.58
Univ. So. Mississippi	240.98	389.42	281.58	251.55	314.95	266.62
TWI Average GSF/FTE	401.49	445.28	398.49	391.33	483.31	506.10

TABLE 8A

GROSS SQUARE FEET PER FULLTIME EQUIVALENT STUDENT, FALL 1980
NET ASSIGNABLE SQUARE FEET PER FULLTIME EQUIVALENT STUDENT, FALL 1980
NET ASSIGNABLE SQUARE FEET PER HEGIS CATEGORY PER FULLTIME EQUIVALENT STUDENT, 1980

	Eight Campuses	Alcorn State	Delta State	Jackson* State	Miss.* State	Miss. Univ. for Women	Miss. Valley State	Univ.* of Miss.	Univ. of* So. Miss. + Gulf Park
GSF/FTE Fall 1980	369.1	491.6(3)	430.0(4)	202.7(8)	408.8(5)	850.7(1)	494.8(2)	354.7(6)	281.6(7)
NASF/FTE Fall 1980	253.2	418.5(2)	338.9(4)	135.4(8)	279.0(5)	567.6(1)	352.3(3)	233.9(6)	175.9(7)
NASF/FTE Fall 1980 Excluding Residential	180.9	256.5(2)	252.3(3)	101.1(8)	210.9(5)	441.4(1)	246.3(4)	155.1(6)	123.6(7)
NASF/FTE by Category									
100 Class-room	19.5	20.3	29.6	24.3	15.5	34.3	56.4	11.7	13.5
200 Lab.	34.4	43.4	28.1	17.8	55.1	66.4	34.0	27.3	22.7
300 Office	29.3	35.8	26.0	14.3	42.5	48.6	29.8	26.7	22.8

TABLE 8A – Continued

GROSS SQUARE FEET PER FULLTIME EQUIVALENT STUDENT, FALL 1980
NET ASSIGNABLE SQUARE FEET PER FULLTIME EQUIVALENT STUDENT, FALL 1980
NET ASSIGNABLE SQUARE FEET PER HEGIS CATEGORY PER FULLTIME EQUIVALENT STUDENT, 1980

	Eight Campuses	Alcorn State	Delta State	Jackson* State	Miss.* State	Miss. Univ. for Women	Miss. Valley State	Univ.* of Miss.	Univ. of* So. Miss. + Gulf Park
400 Study	12.4	22.0	13.4	10.6	8.6	20.6	10.0	14.7	12.1
500 Special	27.8	37.7	47.8	11.1	36.9	40.5	39.9	18.5	24.3
600 Gen'l	30.6	63.9	63.9	21.1	23.3	90.2	55.0	25.4	16.4
700 Supporting	16.1	31.3	20.0	1.4	19.0	26.5	17.4	20.4	11.3
800 Health Care	2.2	2.1	1.8	0.0	6.6	2.6	1.0	0.7	0.5
900 Residential	72.3	162.0	86.6	34.3	68.1	126.2	106.0	78.8	52.3
1000 Unclassified	8.6	0.0	21.7	0.5	3.4	111.7	2.8	9.7	0.0

* Doctorate and Post-Doctorate Institutions

Number in parentheses denotes ranking of the eight campuses.

D&A 5/81

The 1980/81 ranking of NASF/FTE excluding residential space illustrates a wide range among IHL campuses (Table 9):

TABLE 9

Non-Residential Space – 1980/81

	NASF/FTE
Mississippi University for Women	441.4
Alcorn State	256.5
Delta State	253.3
Mississippi Valley	246.3
Mississippi State	210.9
University of Mississippi	155.1
University of So. Mississippi	123.6
Jackson State	101.1

Source: Dober & Associates, Inc. Capital Improvements Study, 1981. p. 3-8.

Space at the Mississippi University for Women taken out of service explains some of the high NASF per FTE, along with a significant decline from peak enrollments. Other distortions, such as the larger proportion of laboratory space at Mississippi State, is due in part to land grant related activities of agricultural research.

The Dober & Associate 1981 Study reports the following on residential space:

> "Residential space at the eight campuses in 1980/81 accounted for approximately one-fourth to one-third of all space. The number, sizes, and percentage of university operated student housing varies considerably from campus to campus (Table 10). About four-fifths of the students enrolled (Fall 1980) were housed in campus accommodations at Alcorn State and Mississippi campuses. The remaining campuses housed about one-half of their student enrollments. These

figures do not reflect the availability of non-university owned fraternity and sorority houses.

"In addition to dormitories, all institutions, to varying degrees, operate additional campus housing for faculty, and staff as well as for married students. The number ranges from 509 units at the University of Southern Mississippi (including its Gulf Park campus) to 40 units at Mississippi University for Women.

"Some campuses have taken large amounts of existing housing—in poor condition—out of the campus inventory and are using the space for storage or leaving the space vacant. (Mississippi University for Women, 126,332 NASF and University of Mississippi, 56,917 NASF).

CAMPUS SPACE COMPARISONS

Universities: Among the four universities, Jackson State ranked the lowest in GSF and NASF in 1960/61 and continues to have the smallest amount of campus space at the end of 25 years. Although the gap was closed between Jackson State and next university it is less than half the GSF at the University of Southern Mississippi. The USM campus is comparatively underbuilt for the current level of enrollments. Requested construction to satisfy campus needs at USM will further increase the difference between the TBI and the smallest of the TWI universities.

The cumulative difference of GSF built over 25 years is an increase of 1.1 million GSF added at Jackson State and a total 7.1 million GSF added at the three TWI universities. From 1969/70 to 1984/85 NASF at the TWI's increased three times that of Jackson State. By comparison, the total eight campus GSF in 1960/61 was around 6.4 million; a greater amount of GSF was built at the three TWI universities over 25 years than existed for all cam-

TABLE 10

STUDENT RESIDENTIAL FACILITIES NUMBER OF BUILDINGS
STUDENT RESIDENTIAL FACILITIES NASF
ORIGINAL DESIGN CAPACITY – BEDS
FALL 1980 ASSIGNMENT – BEDS
PERCENTAGE ASSIGNED BEDS TO TOTAL FTE ENROLLMENT 1981
NUMBER OF OTHER RESIDENTIAL UNITS/NASF FEET OTHER RESIDENTIAL UNITS

	Eight Campuses	Alcorn State	Delta State	Jackson State	Miss. State	Miss. Univ. for Women	Miss. Valley State	Univ. of Miss.	Univ. of So. Miss. + Gulf Park
Number of Student Residential Bldgs. Presently in Use (Fall 1980)	92	8	10	5	17	6	11	22	13
NASF	2,776,418	330,270	196,493	196,314	626,130	171,658	229,820	597,862	427,871
Original Design Capacity – Beds	21,255	2,158	1,507	1,474	4,865	1,190	1,928	4,572	3,561
Assigned Beds – Fall 1980	20,697	1,900	1,361	2,145*	4,703	905	1,946	4,107	3,630
Percentage Assigned Beds to Design Capacity	97%	88%	90%	146%	97%	76%	101%	90%	102%
Percentage Assigned Beds to Total FTE Enrollment Fall 1980	47%	86%	53%	36%	45%	51%	80%	46%	39%

TABLE 10 – Continued

STUDENT RESIDENTIAL FACILITIES NUMBER OF BUILDINGS
STUDENT RESIDENTIAL FACILITIES NASF
ORIGINAL DESIGN CAPACITY – BEDS
FALL 1980 ASSIGNMENT – BEDS
PERCENTAGE ASSIGNED BEDS TO TOTAL FTE ENROLLMENT 1981
NUMBER OF OTHER RESIDENTIAL UNITS/NASF FEET OTHER RESIDENTIAL UNITS

	Eight Campuses	Alcorn State	Delta State	Jackson State	Miss. State	Miss. Univ. for Women	Miss. Valley State	Univ. of Miss.	Univ. of So. Miss. + Gulf Park
Number of Other Residential Units, Sleeping Quarters, Guest Rooms	1,647	71	84	45	298	40	120	480	509**
NASF of Other Residential Units	770,435	38,105	49,886	34,405	178,851	37,208	47,395	215,789	168,796
Residential NASF Now Vacant, Storage, Under Renovation	272,415	16,954	7,825	0	22,354	126,332	0	56,917	42,033

* Jackson State Rents 52 Rooms (104 beds) in a nearby Travelodge for a student dormitory and these beds are not included in this number.

** 212 Beds Gulf Park

D&A 5/81

puses at the beginning of major campus expansion in the state of Mississippi.

The amount of space per capita shows a similar pattern of differences between Jackson State and the TWI universities through 1979/80 (Table 11). In the past five years a 20% decline in enrollment at Jackson State has increased the proportions of space per capita slightly above the University of Southern Mississippi with its expanding enrollment, but still below the other TWI's. In the decade of the 1970's slightly more space (over 500,000 GSF) was added at Jackson State than at USM (440,000 GSF) but Jackson State's NASF remained around one-third of USM's. Comparisons between Jackson State, University of Mississippi and Mississippi State show the differences between NASF varied around one-half the TWI's despite additions of 469,000 GSF at Ole Miss and 360,000 GSF at Mississippi State.

Delta State and Mississippi Valley State: During the early years of campus expansion Delta State and MVS paralleled each other's increases to campus space. Major growth at MVS in the early 1970's exceeded Delta State, by 1984/85 MVS had 25% more space than Delta State. In 1980, MVS's NASF was slightly less than Delta State's but this difference has been reversed in recent years with enrollment declines at MVS and a sharp enrollment increase at Delta State.

Alcorn and Mississippi State: In 1960/61, Alcorn campus space was 14% that of Mississippi State's. After 25 years and almost a million GSF added at Alcorn it was one-fourth Mississippi State's campus space; space added at Mississippi State was almost 3.3 million GSF. Differences between NASF were smaller; Alcorn's one-third of Mississippi State's in 1984/85 due in part to general use facilities with higher utilization rates than at the larger institution.

TABLE 11

SPACE PER FTE – RESEARCH UNIVERSITIES

	1960/61	1964/65	1969/70	1974/75	1979/80	1984/85
a. GSF/FTE						
Jackson State	184.26	362.17	202.22	184.95	170.19	246.69
TWI'S						
Mississippi State	403.54	501.11	465.37	408.03	454.78	469.61
Univ. of Mississippi	452.11	506.15	415.33	391.91	425.17	498.58
Univ. So. Mississippi	240.98	389.42	281.58	251.55	314.95	266.62
TWI's Average GSF/FTE	365.54	465.56	387.42	350.50	398.30	411.60
b. NASF/FTE						
Jackson State		0.00	132.62	138.17	144.73	199.58
TWI'S						
Mississippi State		0.00	302.29	274.01	263.80	290.78
Univ. of Mississippi		0.00	282.29	267.81	269.13	301.41
Univ. So. Mississippi		0.00	189.01	176.50	198.43	168.30
TWI's Average NASF/FTE		0.00	257.86	239.44	243.79	253.49

5. PLANT INVESTMENT

BUILDINGS

The total book value of the eight campuses increased from $118 million to $259 million in the past 20 years. These amounts were actual costs for plant additions of new construction and major repairs and renovations accumulated each year. Decreasing value in construction dollars due to inflation is acknowledged in campus comparisons at five-year increments from 1964/65 to 1984/85. Calculations of replacement values provide constant dollar comparisons made later in this section of the report.

Amounts spent in book and replacement values (Tables 12 and 13) and book value and replacement value per FTE (Tables 14, 15, and 16) provides the bases for comparisons between institutions. Plant replacement values have been developed by using Means' Cost Indexes for Jackson based on 1980 State Building Commission data to calculate values for 1964/65 to 1974/75. Data reported by the State Building Commission are used for 1979/80 and 1984/85.

Universities: The $33 million added book value at Jackson State during the past 20 years compares to $34 million at USM, $45 million at Ole Miss and over $70 million at Mississippi State. The differences between total book value at Jackson State and the TWI universities in 1964/65 represent the historic accumulation of building. Despite considerable investment in each five year period from 1964/65, Jackson State remains below the overall plant investment levels at the TWI's; approximately $40 million at Jackson State, $52 million at USM, $72 million at Ole Miss and $107 at Mississippi State.

Plant replacement values, calculated in constant 1984/85 dollars, indicate the differences between Jackson State and TWI universities for the space accumulated by 1964/

TABLE 12

PLANT INVESTMENT – BOOK VALUE

	1964/65	1969/70	% Inc	1974/75	% Inc	(1979/80)	% Inc	1984/85	% Inc	Increase 1964/65-1984/85
IHL's										
Alcorn State	$5,825,391	$13,264,688	127.7%	$17,191,666	29.6%	$23,507,789	36.7%	$28,571,886	21.5%	$22,746,495
Jackson State	$6,317,525	$13,063,383	106.8%	$22,986,582	76.0%	$28,593,894	24.4%	$39,841,880	39.3%	$33,524,355
Mississippi Valley State	$6,159,820	$10,100,766	64.1%	$18,478,860	82.8%	$21,097,241	14.2%	$20,940,869	-0.7%	$14,781,049
Subtotal IHL's	$18,302,736	$36,434,837		$58,657,108		$73,198,924		$89,354,635		$71,051,899
TWI'S										
Delta State	$6,122,498	$11,910,688	94.5%	$17,659,705	48.3%	$24,387,541	38.1%	$28,705,010	17.7%	$22,582,512
Mississippi State	$37,143,358	$54,294,398	46.2%	$75,967,861	39.9%	$87,084,050	14.6%	$107,404,296	23.3%	$70,260,938
Mississippi Univ Women	$11,375,822	$17,378,985	52.8%	$22,554,538	29.8%	$25,573,290	13.4%	$27,107,857	6.0%	$15,732,035
Univ of Mississippi	$27,295,416	$41,843,920	53.3%	$53,793,153	28.6%	$62,946,258	17.0%	$72,365,781	15.0%	$45,070,365
Univ So Mississippi	$17,792,087	$24,837,396	39.6%	$27,376,721	10.2%	$37,377,651	36.5%	$52,192,020	39.6%	$34,399,933
Subtotal TWI's	$99,729,181	$150,265,387		$197,351,978		$237,368,790		$287,774,964		$188,045,783
TOTAL	118,031,917	186,700,224		256,009,086		310,567,714		377,129,599		259,097,682

TABLE 13

PLANT INVESTMENT – REPLACEMENT VALUE

	1964/65	1969/70	% Inc	1974/75	% Inc	(1979/80)	% Inc	1984/85	% Inc	Increase 1964/65-1984/85
TBI's										
Alcorn State	$10,701,096	$21,277,828	98.8%	$35,048,475	64.7%	$38,150,443	8.9%	$49,915,240	30.8%	$39,214,144
Jackson State	$12,242,349	$22,340,292	82.5%	$34,988,240	56.6%	$56,798,630	62.3%	$74,315,678	30.8%	$62,073,329
Mississippi Valley State	$12,229,539	$20,112,508	64.5%	$39,987,970	98.8%	$40,787,478	2.0%	$43,837,040	7.5%	$31,607,501
Subtotal TBI's	$35,172,984	$63,730,628		$110,024,685		$135,736,551		$168,067,958		$132,894,974
TWI'S										
Delta State	$11,992,239	$18,040,762	50.4%	$29,853,880	65.5%	$30,433,500	1.9%	$63,169,993	107.6%	$51,177,754
Mississippi State	$62,245,953	$96,796,986	55.5%	$137,912,250	42.5%	$246,904,315	79.0%	$305,721,970	23.8%	$243,476,017
Mississippi Univ Women	$22,434,678	$34,575,086	54.1%	$48,577,585	40.5%	$61,086,546	25.8%	$63,485,898	3.9%	$41,051,220
Univ. of Mississippi	$48,405,525	$68,603,184	41.7%	$99,405,635	44.9%	$121,799,304	22.5%	$199,526,432	63.8%	$151,120,907
Univ. So. Mississippi	$44,143,743	$51,773,800	17.3%	$74,290,685	43.5%	$106,562,878	43.4%	$120,193,938	12.8%	$76,050,195
Subtotal TWI's	$189,222,138	$269,789,818		$390,040,035		$566,786,543		$752,098,231		$562,876,093
TOTAL	224,395,122	333,520,446		500,064,720		702,523,094		920,166,189		695,771,067

TABLE 14

PLANT INVESTMENT – BOOK VALUE PER FTE

	1964/65	1969/70	1974/75	1979/80	1984/85
TBI's					
Alcorn State	$4,140	$5,562	$7,363	$12,105	$12,993
Jackson State	$3,273	$3,074	$4,253	$4,307	$7,161
Mississippi Valley State	$3,864	$4,375	$6,950	$8,086	$9,185
TBI Average	$3,759	$4,337	$6,188	$8,166	$9,779
TWI'S					
Delta State	$4,117	$4,879	$6,641	$9,453	$8,265
Mississippi State	$6,280	$6,787	$7,867	$8,270	$10,052
Mississippi Univ Women	$4,746	$7,134	$9,497	$12,962	$17,233
Univ. of Mississippi	$5,994	$6,586	$7,423	$7,488	$9,644
Univ. So. Mississippi	$3,296	$3,512	$3,244	$4,171	$4,884
TWI Average	$4,887	$5,780	$6,934	$8,469	$10,016

TABLE 15

PLANT INVESTMENT – REPLACEMENT VALUE PER FTE

	1964/65	1969/70	1974/75	1979/80	1984/85
TBI's					
Alcorn State	$7,606	$8,922	$15,010	$19,645	$22,699
Jackson State	$6,343	$5,258	$6,473	$8,555	$13,357
Mississippi Valley State	$7,672	$8,707	$15,039	$15,633	$19,227
TBI Average	$7,207	$7,629	$12,174	$14,611	$18,427
TWI'S					
Delta State	$8,065	$7,391	$11,227	$11,796	$18,189
Mississippi State	$10,523	$12,100	$14,281	$23,448	$28,612
Mississippi Univ Women	$9,359	$14,193	$20,454	$30,961	$40,360
Univ. of Mississippi	$10,629	$10,799	$13,717	$14,490	$26,589
Univ. So. Mississippi	$8,178	$7,321	$8,804	$11,892	$11,248
TWI Average	$9,351	$10,361	$13,697	$18,517	$25,000

TABLE 16

PLANT INVESTMENT – RESEARCH UNIVERSITIES VALUE PER FTE

	1964/65	1969/70	1974/75	1979/80	1984/85
a. Book Value/FTE					
TBI					
Jackson State	$3,273	$3,074	$4,253	$4,307	$7,161
TWI'S					
Mississippi State	$6,280	$6,787	$7,867	$8,270	$10,052
Univ. of Mississippi	$5,994	$6,586	$7,423	$7,488	$9,644
Univ. So. Mississippi ...	$3,296	$3,512	$3,244	$4,171	$4,884
TWI'S AVERAGE/FTE	$5,190	$5,628	$6,178	$6,643	$8,193
b. Replacement Value/FTE					
TBI					
Jackson State	$6,343	$5,258	$6,473	$8,555	$13,357
TWI'S					
Mississippi State	$10,523	$12,100	$14,281	$23,448	$28,612
Univ. of Mississippi	$10,629	$10,799	$13,717	$14,490	$26,589
Univ. So. Mississippi ...	$8,178	$7,321	$8,804	$11,892	$11,248
TWI'S AVERAGE/FTE	$9,777	$10,073	$12,267	$16,610	$22,150

65 and the value added through 1984/85 (Table 13). As space was built at each campus through 1984/85, the differences between campuses becomes significant. Even with an added value of over $60 million at Jackson State to a total of $74 million by 1984/85, it falls below the total $120 million at USM, almost $200 million at Ole Miss and over $305 million at Mississippi State.

Delta State and Mississippi Valley State: From a similar starting point in book value and replacement value in 1964/65, Delta State rapidly increased over MVS in the past ten year. (Note: Delta State's 1980 Replacement Value is used as reported to the State Building Commission. This entry is inaccurate considering plant investments reported from 1974/75 to 1979/80). During the past 20 years, Delta State's added book value was $22.6 million, compared to $14.8 at MVS. Replacement Value in 1984/85 at Delta State was $20 million higher than at MVS. This can be attributed somewhat to the effects of high inflation in the past ten years when Delta State added almost $11 million in book value compared to around $2.5 million at MVS.

Alcorn State and Mississippi State: In 1964/65 Alcorn's book value was approximately one-sixth of Mississippi State's. Even with almost $23 million of plant book value added at Alcorn in the next twenty years, the over $70 million added at Mississippi State maintained the gap between the two campuses. Differences between replacement values at the two campuses reflect major investments at Mississippi State during high inflation of the 1970's and the expensive square foot costs of veterinary medicine space.

EQUIPMENT

Plant investment in equipment, as reported on campus biannual financial reports from 1964/65 to 1979/80

(Tables 17 and 18) is another measure of the state's allocation of resources. It is expected that equipment expenditures should show significant difference between undergraduate and graduate institutions due to the expensive nature of research missions. However, availability or lack of equipment can enhance or hinder a campus' ability to conduct teaching, research or community service. It also can be considered as important influence on a campus' attractiveness to students and faculty.

Total book value of equipment in the IHL System increased from over $18 million in 1964/65 to $71.5 million in 1984/85. The overall share of investment in equipment at the TBI's compared to the TWI's was not proportionate to plant additions. While plant additions at TBI's were running around half the TWI's from 1964/65 to 1984/85, equipment expenditures were approximately one-fourth. Jackson State did not fare well compared to the TWI universities. After 20 years, the increase in equipment value of $2.7 million at Jackson State is compared to $16.2 each at USM and Ole Miss, and $23 million at Mississippi State. On a per capita basis, Jackson State did not surpass one-fourth the equipment expenditures at the TWI universities.

Comparisons of Delta State and MVS, and Alcorn and Mississippi also show differences between the TBI's and TWI's. Delta State's total increase ($5.5 million) from 1964/65 to 1984/85 more than doubled MVS's ($2.5 million). Alcorn's increase of $3.2 million is contrasted by the $23 million at Mississippi State.

6. CONCLUSIONS

Until 1954, the State of Mississippi maintained a dual system of higher education. This report evaluates the facilities aspect of whether the State has maintained or eliminated a racially dual system of higher education.

TABLE 17

PLANT INVESTMENT – EQUIPMENT PER FTE
1964/65, 1969/70, 1974/75, 1979/80

	1964/65	$/FTE	1969/70	$/FTE	1974/75	$/FTE	1979/80	$/FTE	Increase 1964/65-1979/80
TBI'S									
Alcorn State	$895,998	$637	$1,354,173	$568	$2,432,439	$1,042	$4,135,872	$2,130	$3,239,874
Mississippi Valley State	$437,526	$74	$1,526,444	$661	$1,836,825	$691	$2,886,964	$1,107	$2,449,438
Jackson State	$763,178	$395	$960,905	$226	$2,346,008	$434	$3,443,607	$519	$2,680,429
TBI'S Subtotal	$2,096,702		$3,841,522		$6,615,272		$10,466,443		$8,369,741
TWI'S									
Delta State	$822,182	$553	$1,212,501	$497	$1,794,201	$675	$6,368,442	$2,468	$5,546,260
Mississippi State	$6,045,169	$1,022	$9,520,294	$1,190	$17,395,362	$1,801	$29,087,006	$2,762	$23,041,837
Mississippi Univ. Women	$1,498,303	$625	$1,751,336	$719	$2,329,415	$981	$3,636,916	$1,843	$2,138,613
Univ. of Mississippi	$4,881,060	$1,072	$7,694,027	$1,211	$13,973,551	$1,928	$21,076,932	$2,507	$16,195,872
Univ. So. Mississippi	$2,970,892	$550	$5,569,007	$787	$11,535,432	$1,367	$19,162,351	$2,138	$16,191,459
TWI'S Subtotal	$16,217,606		$25,747,165		$47,027,961		$79,331,647		$63,114,041
TOTAL	$18,314,308		$29,588,687		$53,643,233		$89,798,090		$71,483,782

TABLE 18

PLANT INVESTMENT – EQUIPMENT PER FTE
RESEARCH UNIVERSITIES

	1964-65	$ FTE	1969-70	$ FTE	1974-75	$ FTE	1979-80	$ FTE	Increase 1964-65 1979-80
IHI									
Jackson State	$763,178	$395	$960,905	$226	$2,346,008	$434	$3,443,607	$519	$2,680,429
TWTS									
Mississippi State	$6,045,169	$1,022	$9,520,294	$1,190	$17,395,362	$1,801	$29,087,006	$2,762	$23,041,837
Univ. of Mississippi	$4,881,060	$1,072	$7,694,027	$1,211	$13,973,551	$1,928	$21,076,932	$2,507	$16,195,872
Univ. So. Mississippi	$2,970,892	$550	$5,569,007	$787	$11,535,432	$1,367	$19,162,351	$2,138	$16,191,459
TWTS Average	$13,897,121		$22,783,328		$42,904,345		$69,326,289		$55,429,168

Three key indicators were used in this study of a major expansion period of the State's system of higher education: 1) enrollment; 2) campus space; and 3) plant investment in buildings and equipment. Extensive additions to campus space and investments in plant were made from 1953-54 to 1984/85 at the eight campuses in the IHL system. Both traditionally black institutions (TBI) and traditionally white institutions (TWI) benefited from these additions and investments.

The difficult research question is whether these changes at the TBI campuses altered their character as defined by missions, academic programs, and physical characteristics. Although the focus of this study is facilities, the closely interwoven relationships between factors contributing to a campus' character must be recognized in shaping analyses and drawing final conclusions.

Bringing together issues of facilities, campus character, and vestiges of a racially dual system represents challenges in formulating a suitable methodology of investigation. Traditional methods of analyzing campuses on a comparative basis or by normative criteria are "color blind". Indeed, they may be appropriate where highly detailed data for a suitable time period is available for comparative purposes. This was not the case in Mississippi.

Data on enrollments are available from 1953/54 to 1984/85 for all eight IHL campuses. Extrapolations from recent State Building Commission reports provided information on total amounts of campus space and resource allocation in the form of plant investment for buildings. Using these data, a series of analyses were developed for relative amounts of campus space and plant investment and then calculations made on per capita (FTE) basis. The patterns emerging from these analyses and calculations were that the State of Mississippi added a significant amount of space and major investments were made in

plant. In general terms, the distributions between TBI's and TWI's were proportional; that is, three-eighths of the total space added and plant investment occurred at the three TBI's of the eight campus system.

Did this distribution maintain or eliminate the racially dual system in existence at the beginning of the State's expansion of its higher education system? The question must be placed in reference to the character of the TWI's in 1953/54. At that time, Alcorn A&M, Jackson State, and the recently founded Mississippi Valley State were undergraduate institutions with limited missions in teaching, research, and community service. The campuses were small in enrollments and in facilities. And their racial identification provided a character separate from the State's TWI's.

Fundamental to this question is the need to compensate for relative positions in terms of missions, programs, and character of the campuses in 1953/54. The role of enrollments is also an important issue because of the opportunities inherent in altering a campus' character by extension which is enrollment driven. Furthermore, the modification of a single race campus can be more readily achieved by expanding the total number of students and enhancing its attractiveness by expanded or new programs and improved facilities by renovations, additions and new construction.

Attractiveness and character are a subjective set of attributes of a campus. A recently published study by Carnegie Foundation for the Advancement of Teaching [12] explored this question by asking students how they chose a college. For 62 percent of the students, "appearance of the grounds and buildings" was the most influential factor during a

---

[12] Boyer, Ernest L. *College: The Undergraduate Experience in America*, New York: The Carnegie Foundation for the Advancement of Teaching (1987).

campus visit. Fifty percent cited student activities and friendly students. Less frequently mentioned were contact with faculty, classes visited, and counseling received. A visit prompted by information on the campus from peers, family, and counselors contributed to the initial attraction.

The attractiveness of Alcorn, Jackson State, and Mississippi Valley State to other race students in 1953/54 was virtually nonexistent. A wider array of programs and physical facilities at the TWI's offered little reason for white students to consider the three black colleges. Students considering higher education followed William Faulkner's thoughts about Mississippi: " . . . the land where he and his people were born and to understand that a man would have to act as the land where he was born had trained him to act".[13]

Arriving at one of the three TBI compuses today without students, faculty, or staff present, one would find little differences from similar institutions elsewhere in the country. Racial characteristics are not found in unoccupied buildings, vacant grounds, or empty parking lots. As one begins to take up the comparisons between the TBI's and TWI's, differences begin to emerge, especially in the light of changes over the past thirty years.

Alcorn, Jackson State, and Mississippi Valley State are characterized today as they were thirty years ago and as they were at their founding as predominately black institutions. This is not due to facilities alone. Perceptions of the quality of academic programs and the traditional role of a campus in a system of higher education also influence characterizations of a campus. The buildings, grounds, and equipment combine with reputations of teaching, academic programs, and campus life to make a campus attrac-

[13] Faulkner, William. *Light in August*, New York: Random House, 1932, P241.

tive to potential students. Current demographics and the fiscal situation in the State of Mississippi may limit choices. However, thirty years ago, conditions did permit changes in the State's structure of higher education.

From an enrollment at the eight IHL campuses in 1953/54 of approximately 10,000 students (FTE), 37,000 students were added to reach the peak enrollment of 45,000. Data available on plant expenditures from 1959/60 to 1984/85 reports $310 million in actual construction expenditures. The replacement value in today's cost of these expenditures from 1964/65 to 1984/85 increased from approximately $224 million to over $920 million. Campus space added, 8.6 million gross square feet from 1959/60 to 1984/85, was part of this allocation of the State's resources for higher education (Table 19).

It is undeniable that the enormous expansion of campus space and plant investments since 1953/54 afforded opportunities to compensate for the character of the three TBI's and alter their attractiveness to other race students. By its approval or rejection of requests for facilities to accommodate increased enrollments and house expanded or new academic programs and support facilities—libraries, student unions, recreation opportunities, and student residences—the State's allocation of resources reflected its higher education policies.

Jackson State's facilities are appropriate for an undergraduate institution with modest opportunities for graduate programs and research. The buildings and equipment necessary for graduate programs and research were not adequately provided during its enrollment growth to effectively compete with programs expanded or added at Ole Miss, Mississippi State University, or the University of Southern Mississippi. Student residence opportunities at Jackson State remain limited, even after recent additions, which continue to inhibit attractiveness to other race students.

TABLE 19

PLANT ADDITIONS – 1959/60 to 1984/85

	1959/1960 to 1964/65		1965/66 to 1969/70		1970/71 to 1974/75		1975/76 to 1979/80		1980/81 to 1984/85		1959/60 to 1984/85	
	$	GSF	$	GSF	$	GSF	$	GSF	$	GSF	$	GSF
1 ALL CAMPUSES												
TBIS												
Alcorn State	$2,166,675	153,304	$2,356,857	457,463	$5,290,366	232,226	$8,658,703	224,571	$5,233,822	77,932	$23,706,423	1,145,496
Jackson State	$10,852,276	69,938	$7,067,700	418,837	$5,410,721	175,859	$8,997,853	218,735	$11,326,317	166,199	$43,654,867	1,049,568
Miss. Valley St.	$3,272,431	357,778	$2,993,980	184,545	$8,892,059	397,556	$2,618,381	61,600	$598,739	13,200	$18,375,590	1,014,679
Subtotal TBIS	$16,291,382	581,020	$12,418,537	1,060,845	$19,593,146	805,641	$20,274,937	504,906	$17,158,878	257,331	$85,736,880	3,209,743
TWIS												
Delta State	$2,537,985	159,159	$5,107,173	247,937	$5,349,834	144,301	$10,914,279	205,284	$1,874,323	3,200	$25,783,594	759,881
Mississippi St.	$6,908,039	348,311	$11,046,253	1,437,614	$9,312,600	352,084	$13,932,577	464,222	$37,282,452	525,953	$78,481,921	3,128,184
Miss Univ. Women	$4,114,569	270,655	$6,511,182	680,854	$1,949,501	37,848	$5,904,114	151,360	$1,526,747	0	$20,006,113	1,140,717
Univ. of Miss	$8,328,605	648,835	$11,274,077	587,977	$6,869,044	236,074	$20,995,222	425,914	$9,233,063	168,158	$56,700,011	2,066,958
Univ. So. Miss	$10,283,281	810,867	$6,043,786	399,427	$3,023,952	115,689	$9,033,891	233,052	$15,441,248	20,393	$43,826,158	1,579,428
Subtotal TWIS	$32,172,479	2,237,827	$39,982,471	3,353,809	$26,504,931	885,996	$60,780,083	1,479,832	$65,357,833	717,704	$224,797,797	8,675,168
TOTAL	$48,463,861	2,818,847	$52,401,008	4,414,654	$46,098,077	1,691,637	$81,055,020	1,984,738	$82,516,711	975,035	$310,534,677	11,884,911
2 RESEARCH UNIVERSITIES												
Jackson State	$10,852,276	69,938	$7,067,700	418,837	$5,410,721	175,859	$8,997,853	218,735	$11,326,317	166,199	$43,654,867	1,049,568
TWIS												
Mississippi St.	$6,908,039	348,311	$11,046,253	1,437,614	$9,312,600	352,084	$13,932,577	464,222	$37,282,452	525,953	$78,481,921	3,128,184
Univ. of Miss	$8,328,605	648,835	$11,274,077	587,977	$6,869,044	236,074	$20,995,222	425,914	$9,233,063	168,158	$56,700,011	2,066,958
Univ. So. Miss	$10,283,281	810,867	$6,043,786	399,427	$3,023,952	115,689	$9,033,891	233,052	$15,441,248	20,393	$43,826,158	1,579,428
Total TWIS	$25,519,925	1,808,013	$28,364,116	2,425,018	$19,205,596	703,847	$43,961,690	1,123,188	$61,956,763	714,504	$179,008,090	6,774,570
3 CLEVELAND AREA												
Delta State	$2,537,985	159,159	$5,107,173	247,937	$5,349,834	144,301	$10,914,279	205,284	$1,874,323	3,200	$25,783,594	759,881
Miss Valley St.	$3,272,431	357,778	$2,993,980	184,545	$8,892,059	397,556	$2,618,381	61,600	$598,739	13,200	$18,375,590	1,014,679
4 LAND GRANT												
Alcorn State	$2,166,675	153,304	$2,356,857	457,463	$5,290,366	232,226	$8,658,703	224,571	$5,233,822	77,932	$23,706,423	1,145,496
Mississippi St.	$6,908,039	348,311	$11,046,253	1,437,614	$9,312,600	352,084	$13,932,577	464,222	$37,282,452	525,953	$78,481,921	3,128,184

SOURCES: Mississippi State Building Commission
Survey(s) of State Owned Buildings (1980, 1982, 1984, 1986)

As proximate campuses serving overlapping service areas and statewide population, Mississippi Valley State (MVS) and Delta State (DS) appear to be comparable in many aspects. They are undergraduate institutions. Enrollment growth during the State's overall expansion was similar until a sharp divergence in the early 1980's. From parity in 1980, MVS enrollments declined while DS's increased to a 50 percent difference: in 1984/85, respectively, 2,280 FTE students at MVS and almost 3,500 FTE students at DS. The enrollment-driven facilities provided equitably at the two proximate campuses failed to change the character of MVS. The State's policies of resource allocation for buildings, equipment, and grounds did not enhance MVS to adequately attract other race students.

The State's two land grant institutions, Alcorn and Mississippi State University (MSU), also saw expansions in enrollment and additions to facilities during the past thirty years. However, these changes did not alter the comparable position of the campuses from 1953/54 to 1984/85. Alcorn's enrollment and campus space was about one-fourth MSU in 1953/54 and was similar thirty years later. The difference in plant replacement value from 1964/65 to 1984/85 shows increases of approximately $40 million at Alcorn and $240 million at MSU, a consistent ratio of plant replacement value for the past twenty years. Despite the expansion and change at Alcorn, it has not reached parity in scope of programs or amount and type of facilities compared to MSU.

A summary of the data for the key indicators (Appendix A) brings together the changes in enrollment, campus space, and plant investments during the State of Mississippi's major period of higher education expansion. These data and observations from campus visits and published information guide the conclusion that a dual system of higher education exists in the State of Mississippi with respect to facilities.

A final note. Facility requests by the eight IHL institutions for Fiscal Year 1986 (Appendix B) will require future resource allocation decisions. They are offered as guidance in choices in making these future decisions.

7. APPENDICES

Appendix A: Summary of Eight Campuses, 1953/54-1984/85

Appendix B: Fiscal Year 1986, Board of Trustees of State Institutions of Higher Learning. Preplanning, Capital Improvement, and Repair and Renovation Project Requests.

The physical facilities of the eight higher education campuses administered by the Board of Trustees of State Institutions of Higher Learning (IHL) represent buildings constructed over the past 150 years (Figure 1). _____ _____ _____ _____ _____ _____ Because of the uniqueness of this type of investigation, analyses must proceed on an exploratory basis: first, by gathering data and gaining familiarization with the campuses; second, by understanding the relationships between campuses in the System regarding missions, academic programs, and System policies concerning institutional developments; and third, examining the conditions of the individual institutions during their major period of expansion in the post World War II period which have created their present character.

The character of an institution can be generally described by its mission, traditions, and academic programs. Routes of access, topography, architectural styles of buildings, types and characteristics of facilities, and relationships of open space and buildings help to define cam-

pus character. Physical characteristics of a campus also contribute to images that are part of the subjective impression of a campus. General terms of "research university", "liberal arts college", "technical institution", "rural residential", or 'urban" also

The central question of the research and analyses conducted for this report is _____ the allocation of resources for facilities – funds for capital expenditures, plant additions, and major repairs and renovations – during the past thirty years _____ _____That year was selected for beginning the analyses of campus changes undergoing a period of dramatic expansion. A coincidence was the preparation of a comprehensive report (the Brewton Report) with useful data on facilities in 1953/54.

_____

_____

_____

_____

_____

In this regard, viewing a campus and comparing it to other components of a system this year, or at any single year, does not provide an adequate basis of evaluation. Each year folds into the next with changes occurring in academic programs and facility needs. _____

_____

_____

Planning an existing campus for program and enrollment expansion or the creation of a new campus can be based on normative criteria for space allocated to specific activities

By collecting data over the thirty year study period, a series of questions can be framed. For example, at the conclusion of the 1954 Brewton Study,[3] did the State of Mississippi move affirmatively to eliminate the differences in character between traditionally black and traditionally white institutions? Did the State of Mississippi compensate for the difference in each biannual capital appropriation, accumulating into thirty years of resource allocation by building facilities for academic programs and support services at the traditionally black institutions (TBI's)? Was the level of compensation adequate to change the character of the TBI campuses?

The central theme of this report then becomes not one of comparability of recent resource allocation practices and current facilities but whether policies of the state maintained or eliminated the dual system existing in 1953. It is worth noting that current procedures and practices for capital funding could imply equitable treatment of all IHL campuses. Furthermore, the possibility of no discernible differences in amount of space or plant value per FTE today could suggest that a dual system is no longer being maintained. From a research point of view, the examination goes beyond current practices and conditions.

A basic research proposition can be framed as follows: if at the beginning of Mississippi's major expansion in higher education the institutions were different in character or historically had received dissimilar treatment in resource allocation for facilities, then special treatment would have been necessary to change the character of the TBI's.

[3] John R. Brewton. Higher Education in Mississippi, Digest of the Survey Report, Board of Institutions of Higher Learning, 1954.

2. SCOPE AND METHOD OF INVESTIGATION

In 1980/81 and 1986/87 an extensive review was made of available documents along with visits to each campus. Interviews were held with campus administrators and staff, and with staff of the IHL to gain additional information.

An initial review of documents showed that there were limitations in the availability and accuracy of data during the post World War II period of growth. This point has been reinforced by the 1979 report of Dober and Associates [4] on campus conditions " . . . the ability to make exact statements about facilities begins with serious limitations." Thorough efforts were undertaken to overcome these limitations by obtaining data and commentary for significant indicators of resource allocation from 1953/54 to 1984/85. An initial sorting of information suggested that data on campus space (reported as gross square feet or net assignable square feet) and plant investments in capital expenditures for plant additions and major repairs and renovations was available throughout the study period although

[4] Dober and Associates, Inc.: Physical Facilities and Conditions at Eight University Campus Operated by the Board of Trustees of Higher Learning, State of Mississippi. New York: Academy for Educational Development, 1979.

Until 1954, the State of Mississippi maintained a dual system of higher education.

Three key indicators were used in this study of a major expansion period of the State's system of higher education: 1) enrollment; 2) campus space; and 3) plant investment in buildings and equipment. Extensive additions to campus space and investments in plant were made from 1953-54 to 1984/85 at the eight campuses in the IHL system. Both traditionally black institutions (TBI) and traditionally white institutions (TWI) benefited from these additions and investments.

The difficult research question is whether these changes at the TBI campuses altered their character as defined by missions, academic programs, and physical characteristics. Although the focus of this study is facilities, the closely interwoven relationships between factors contributing to a campus' character must be recognized in shaping analyses and drawing final conclusions.

Traditional methods of analyzing campuses on a comparative basis or by normative criteria are "color blind". Indeed, they may be appropriate where highly detailed data for a suitable time period is available for comparative purposes. This was not the case in Mississippi.

Data on enrollments are available from 1953/54 to 1984/85 for all eight IHL campuses. Extrapolations from recent State Building Commission reports provided information on total amounts of campus space and resource allocation in the form of plant investment for buildings. Using these data, a series of analyses were developed for relative amounts of campus space and plant investment and then calculations made on per capita (FTE) basis. The

patterns emerging from these analyses and calculations were that the State of Mississippi added a significant amount of space and major investments were made in plant. In general terms, the distributions between TBI's and TWI's were proportional; that is, three-eighths of the total space added and plant investment occurred at the three TBI's of the eight campus system.

The question must be placed in reference to the character of the TWI's in 1953/54. At that time, Alcorn A&M, Jackson State, and the

APPENDIX A
SUMMARY – EIGHT CAMPUSES
1953/54 – 1984/85

	Alcorn State	Delta State	Jackson State	Mississippi State	Mississippi Univ for Women	Mississippi Valley State	Univ. of Mississippi	University of So. Miss. Hattiesburg	Eight Campus Total
1984/85[1]									
FTE	2,199	3,473	5,564	10,685	1,573	2,280	7,504	10,686	43,964
GSF	1,234,611	1,090,575	1,372,587	5,017,758	1,544,159	1,324,007	3,741,360	2,849,091	18,174,184
NASF	1,011,925	817,215	1,110,457	3,106,942	1,045,273	923,212	2,261,766	1,798,429	12,075,219
Investment – Book Value	$28,571,886	$28,705,010	$39,841,880	$107,404,296	$27,107,857	$20,940,869	$72,365,781	$52,192,020	$377,129,599
Investment – Replacement	$49,915,240	$63,169,993	$74,315,678	$305,721,970	$63,485,898	$43,837,040	$199,526,432	$120,193,938	$920,166,189
1979/80[2]									
FTE	1,942	2,580	6,639	10,530	1,973	2,609	8,406	8,961	43,640
GSF	1,235,159	1,132,725	1,129,882	4,788,851	1,544,132	1,296,244	3,573,981	2,822,252	17,523,226
NASF	1,063,087	900,383	960,874	2,777,780	1,045,273	912,318	2,262,304	1,778,132	11,700,151
Investment – Book Value	$23,507,789	$24,387,541	$28,593,894	$87,084,050	$25,573,290	$21,097,241	$6,946,258	$37,377,651	$310,567,714
Investment – Replacement	$38,150,443	$30,433,500	$56,798,630	$246,904,315	$61,086,546	$40,787,478	$121,799,304	$106,562,878	$702,523,094
1974/75[3]									
FTE	2,335	2,659	5,405	9,657	2,375	2,659	7,247	8,438	40,775
GSF	1,001,385	852,968	999,664	3,940,355	1,387,931	1,139,942	2,840,161	2,122,591	14,284,997
NASF	878,408	683,399	746,787	2,646,140	941,805	777,687	1,940,794	1,489,338	10,104,358
Investment – Book Value	$17,191,666	$17,659,705	$22,986,582	$75,967,861	$22,554,538	$18,478,860	$53,793,153	$27,376,721	$256,009,086
Investment – Replacement	$35,048,475	$29,853,880	$34,988,240	$137,912,250	$48,577,585	$39,987,970	$99,405,635	$74,290,685	$500,064,720
1969/70[4]									
FTE	2,385	2,441	4,249	8,000	2,436	2,310	6,353	7,072	35,246
GSF	818,378	693,872	859,242	3,722,961	1,329,811	773,558	2,638,584	1,991,300	12,827,706
NASF	585,729	610,607	563,492	2,418,298	900,225	584,214	1,793,371	1,336,658	8,792,594
Investment – Book Value	$13,264,688	$11,910,688	$13,063,383	$54,294,398	$17,378,985	$10,106,766	$41,843,920	$24,837,396	$186,700,224
Investment – Replacement	$21,277,828	$18,040,762	$22,340,292	$96,796,986	$34,575,086	$20,112,508	$68,603,184	$51,773,800	$333,520,446

[1] Mississippi State Bldg. Comm., Survey of State Owned Buildings (1984); Enrollments: U.S. Dept. of Education
[2] Mississippi State Bldg. Comm., Survey of State Owned Buildings (1980); Enrollments: Dober & Assoc. Capital Improvements Study (1981)
[3] Board of Trustees, Institutions of Higher Learning Biennial Report (1974/75); Replacement Costs @$35/s.f.
[4] Board of Trustees, Institutions of Higher Learning Biennial Report (1969/70); Replacement Costs @$26/s.f.

APPENDIX A – Continued
SUMMARY – EIGHT CAMPUSES
1953/54 – 1984/85

	Alcorn State	Delta State	Jackson State	Mississippi State	Mississippi Univ for Women	Mississippi Valley State	Univ. of Mississippi	University of So. Miss. Hattiesburg	Eight Campus Total
1964/65[1]									
FTE	1,407	1,487	1,930	5,915	2,397	1,594	4,554	5,398	24,682
GSF	509,576	571,059	582,969	2,964,093	1,068,318	582,359	2,305,025	2,102,083	10,685,482
Investment – Book Value	$5,825,391	$6,122,498	$6,317,525	$37,143,358	$11,375,822	$6,159,820	$27,295,416	$17,792,087	$118,031,917
Investment – Replacement	$10,701,096	$11,992,239	$12,242,349	$62,245,953	$22,434,678	$12,229,539	$48,405,525	$44,143,743	$224,395,112
1960/61									
FTE	890	919	1,422	4,285	1,473	939	3,994	3,996	17,918
GSF	244,991	408,369	262,022	1,729,176	687,121	309,483	1,805,734	962,953	6,409,849
NASF									
Investment – Book Value									
Investment – Replacement									
1953/54									
FTE	541	423	1,048	2,451	820	185	2,197	2,289	9,954
GSF									
NASF									
Investment – Book Value									
Investment – Replacement									

[1] Board of Trustees, Institutions of Higher Learning Biennial Report (1969/70). GSF, SBC, Survey (1980)

APPENDIX B. **FY 1986**

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

University	*Preplanning*		*Capital Improvements*		*Repair and Renovation*	
	No. of Projects	*Amount*	*No. of Projects*	*Amount*	*No. of Projects*	*Amount*
Alcorn State University	5	$15,340,000	4	$ 7,327,675	34	$ 3,942,032
Delta State University	2	7,000,000	15	30,700,000	18	3,365,000
Jackson State University	18	60,537,000	15	45,480,000	7	3,286,736
Mississippi University for Women	–	-0-	7	10,071,434	19	3,620,000
Mississippi State University	8	29,000,000	16	59,090,000	49	17,548,000
MAFES	6	11,011,500	–	-0-	35	2,323,650
MCES	–	-0-	–	-0-	2	120,000
MFPL	–	-0-	–	-0-	4	102,655
Mississippi Valley State University	2	7,980,391	4	4,974,436	24	975,157
University of Mississippi	13	64,383,680	18	35,076,876	95	14,098,977
University of Miss. Medical Center	–	-0-	5	60,090,000	27	11,782,400
University of Southern Mississippi	2	39,000,000	7	79,046,750	53	16,628,420
Gulf Park Campus	1	1,570,000	3	7,467,600	16	1,135,663
Gulf Coast Research Laboratory	2	5,150,182	1	927,410	12	664,179
Education and Research Center	–	-0-	–	-0-	4	383,840
Total	59	$240,973,323	95	$340,252,181	389	$79,976,709

March 1985

PROPOSED PROJECTS FOR CAPITAL IMPROVEMENTS FOR BOND ISSUE

1.	Creative Arts Theatre and Communications Wing, Finishes, Furniture, and Equipment, Mississippi State University	$ 1,700,000
2.	Laundry Facility, Furniture and Equipment, Mississippi Valley State University	251,000
3.	New Laundry Facility, University of Mississippi Medical Center	4,508,000
4.	Power Plant, University of Mississippi	10,350,000
5.	Water Storage Tank, Mississippi State University	1,100,000
6.	Water System, Phase II and Phase III, University of Mississippi	983,000
7.	McCain Engineering Building Renovation, Mississippi State University	4,800,000
8.	Purchase Blackburn, Sally Reynolds and Adjoining Properties, Jackson State University	3,740,000
9.	Renovate and Equip Classroom Complex Building Jackson State University	490,000
10.	Health, Physical Education and Recreation Center and Track, University of Southern Mississippi	12,270,000
11.	Stadium and Track, Alcorn State University	5,250,000

12.	Old Gymnasium – Physics, University of Mississippi	3,995,000
13.	Fine Arts Facility, Delta State University	4,500,000
14.	Agricultural Mechanics Laboratory, Mississippi State University	1,990,000
15.	Addition to Toxicology Building, Gulf Coast Research Laboratory	300,000
		$56,227,000
	Renovation and Repairs	18,000,000
	Total	$74,227,000

PRE-PLANNING

GS PRE-PLANNING LONG-RANGE SUMMARY **13D**

1. **SUMMARY FOR FISCAL YEAR 1987.**
   REQUEST DATE: March 22, 1985

2. **INSTITUTION OR AGENCY**
   ALCORN STATE UNIVERSITY

3. **CURRENT NEEDS (should be funded in the coming year):**

Priority No.	*Project Title*		*Amount*
1	Science Building	$	6,334,000
2		$	
3		$	
4		$	
5		$	
6		$	
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	6,334,000

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*		*Amount*
1	Business Building	$	4,445,000
2	Library Addition	$	3,391,570
3		$	
4		$	
5		$	
6		$	

Priority No.	*Project Title*		*Amount*
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	7,846,570

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*		*Amount*
1	Physical Plant Bldg., Warehouse & Motor Pool	$	1,110,000
2	Greenhouse	$	50,000
3		$	
4		$	
5		$	
6		$	
7		$	
8		$	
9		$	
10		$	
11		$	
12		$	
13		$	
14		$	
15		$	
16		$	
17		$	
18		$	

Priority No.	*Project Title*	*Amount*
19	_____	$ _____
20	_____	$ _____
21	_____	$ _____
22	_____	$ _____
23	_____	$ _____
24	_____	$ _____
25	_____	$ _____
	TOTAL	$ 1,160,000

CAPITAL IMPROVEMENT

GS CAPITAL IMPROVEMENT LONG-RANGE SUMMARY 13E

1. **SUMMARY FOR FISCAL YEAR 1987.**
   REQUEST DATE: March 22, 1985

2. **INSTITUTION OR AGENCY**
   ALCORN STATE UNIVERSITY

3. **CURRENT NEEDS (should be funded in the coming year):**

Priority No.	*Project Title*	*Amount*
1	Stadium and Track	$ 5,250,000
2	Renovations for the Handicapped	$ 1,582,000
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 6,832,000

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Curtain and Natatorium Bleachers	$ 50,000
2	Security Building	$ 445,675
3		$

Priority No.	*Project Title*	*Amount*
4		$
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 495,675

5. **FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):**

Priority No.	*Project Title*	*Amount*
1		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
15		$
16		$

Priority No.	*Project Title*	*Amount*
17	_____	$ _____
18	_____	$ _____
19	_____	$ _____
20	_____	$ _____
21	_____	$ _____
22	_____	$ _____
23	_____	$ _____
24	_____	$ _____
25	_____	$ _____
	TOTAL	$ –0–

REPAIR & RENOVATION

GS DISCRETIONARY REPAIR AND RENOVATION LONG-RANGE SUMMARY **13F**

1. **SUMMARY FOR FISCAL YEAR 1986.**
   REQUEST DATE: March 22, 1985

2. **INSTITUTION OR AGENCY**
   ALCORN STATE UNIVERSITY

3. **CURRENT NEEDS (should be funded in the coming year):**

Priority No.	*Project Title*	*Amount*
1	Reroofing, Repairing and Painting Health, Physical Education and Recreation Complex	$ 564,300
2	Renovation and Repairs of University Infirmary (Health Services)	$ 120,282
3	Renovation of Water Plant	$ 116,616
4	Stadium Erosion and Painting	$ 29,794
5	Replacing Roof and Painting of President's Home	$ 16,090
6	Roofing and Waterproofing, 1985	$ 86,750
7	Reroofing Campus Union Building	$ 70,768
8	Vault Doors for Registrar's Office	$ 9,044
9	Repairs, Painting and Securing Entrances in Residence Halls	$ 573,336

Priority No.	*Project Title*	*Amount*
10	Library Repairs and Improvements	$ 50,000
11	Renovation of Fine Arts Building	$ 114,119
	TOTAL	$ 1,751,099

4. INTERMEDIATE NEEDS (should be funded in the next fiscal year):

Priority No.	*Project Title*	*Amount*
1	Repair and Renovation of Eunice Powell Hall	$ 215,560
2	Repair of the Old Gym	$ 165,618
3	Dining Hall Repairs	$ 251,112
4	Renovation of Streets and Sidewalks – Phase I	$ 405,000
5	Industrial Tech. Building Ceiling Repairs	$ 11,300
6	Renovation of Science-Library Building – Business Wing	$ 102,150
7	Electical Hook-ups in Industrial Technology Building	$ 5,650
8		$
9		$
10		$
	TOTAL	$ 1,156,390

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*	*Amount*
1	Renovation & Repairs – Old Admin. Bldg.	$ 19,987
2	Renovation and Expansion of Sound System in Health, Physical Ed. & Recreation Complex	$ 21,600
3	Securing the Industrial Technology Building	$ 27,000
4	Concrete Walk	$ 10,419
5	Agricultural Shop Improvement	$ 5,005
6	Repairs to & Air Conditioning of the Chapel	$ 148,125
7	Air Conditioning in Pressbox	$ 35,000
8	Renovation of Bowles Hall – Phase I	$ 265,265
9	Renovation of Dorm II (Repairs & Painting	$ 160,716
10	Renovation of Dormitory III	$ 120,514
11	Renovation of Belle Lettres Hall – Phase II	$ 205,887
12	Renovation of Fence	$ 11,025
13	Repair of Greenhouse	$ 4,000
	TOTAL	$ 1,034,543

DELTA STATE UNIVERSITY
Cleveland, Mississippi

February 1, 1985

PRE-PLANNING PROJECTS
1985-1986

	Priority	*Amount*	*Page*
1.	Fine Arts Facility	$4,500,000	1
2.	School of Nursing Facility	2,500,000	2
	Total	$7,000,000	

DELTA STATE UNIVERSITY
CAPITAL OUTLAY NEEDS
1985-1986
February 1, 1985

Priority	*Amount*	*Page*
1. Fine Arts Facility (If not funded for Pre-Planning)	$4,500,000	1
2. School of Nursing (If not funded for Pre-Planning)	2,500,000	2
or		
(2) Purchase and Complete Renovation Old City (Cleveland) Hospital into Nursing Facility	(1,500,000)	3
3. Library Expansion	2,500,000	4
4. Addition to Zeigel Hall, Music Facility	1,500,000	5
5. Addition to Wright Art Facility	1,500,000	6
6. Married Student Housing	2,000,000	7
7. Laundry Facility	1,250,000	8
8. Land Purchase to Include Houses & Lots Adjacent to Campus	2,000,000	9
9. Driver Training Classroom & Laboratory Facility	250,000	10
10. Art Laboratory & Sculpture Facility	200,000	11
11. Continuing Education Center	2,000,000	12
12. Dormitory for Women	2,500,000	13
13. Dormitory for Men	2,500,000	14
14. Business Building with Learning Laboratories	4,000,000	15
15. Administration Building	1,500,000	16
Total	$30,700,000	

REPAIR & RENOVATION

GS DISCRETIONARY REPAIR AND RENOVATION
LONG-RANGE SUMMARY **13F**

1. **SUMMARY FOR FISCAL YEAR 85-86**
   SUMMARY DATE: 2/15/85

2. **INSTITUTION OR AGENCY**
   DELTA STATE UNIVERSITY

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Renovate Whitfield Gym to Accommodate Classrm Needs	$ 175,000
2	Complete Repairs to Swimming Pool	$ 150,000
3	Complete Waterproofing, Caulking & Painting	$ 150,000
4	Renovate Classrm Areas & Office Needs to Accommodate Changes in Function	$ 125,000
5	Repairs to Track, Tennis Cts, Handball & F/B Bleachers	$ 250,000
6	Flooring repairs, Library, Married Stu Apts, Womens Dorms	$ 175,000
7	Roof Repairs	$ 250,000
8	Drainage Repairs	$ 175,000
9	Replace A/C & Htg Systems, Married Student Housing	$ 175,000
10	Install Smoke Detectors & Fire Alarms, Student Apts	$ 75,000
	TOTAL	$ 1,700,000

4. INTERMEDIATE NEEDS (should be funded in the next fiscal year):

Priority No.	*Project Title*		*Amount*
1	Street & Parking Area Repairs	$	250,000
2	Renovate Bathroom Facilities, Men's Dorms	$	250,000
3	Repairs, Renovate & Install Inter-Communication Systems, Women's Dorms	$	125,000
4	Install Metal Frame Scrs, Shade Screens & Storm Windows	$	100,000
5	Repairs to Union Building	$	80,000
6	Renovate Baseball Field to Include Lighting	$	185,000
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	990,000

DELTA STATE UNIVERSITY
Cleveland, Mississippi
REPAIR & RENOVATION PROJECTS
1985-1986

Priority	*Amount*	*Page*
1. Renovation of Certain Areas, Whitfield Gym to Accommodate Classroom Area Needs for Military Science & Physical Education	$ 175,000	1
2. Complete Repairs to Swimming Pool & Pool Enclosure Areas	150,000	2
3. Complete Waterproofing, Caulking & Exterior & Interior Painting	150,000	3
4. Renovate Certain Classroom & Office Areas to Accommodate Changes in Function	125,000	4
5. Repairs to Track, Tennis Courts, Handball Courts, Intramural Fields & Football Stadium Bleachers	250,000	5
6. Flooring Repairs, Library, Married Student Apartments, Women's Dorms, Cafeteria	175,000	6
7. Roof Repairs	250,000	7
8. Drainage Repairs	175,000	8
9. Replace Air-Cond & Heating Systems, Married Student Housing	175,000	9
10. Install Smoke Detectors & Fire Alarms, Married Student Housing	75,000	10
11. Street & Parking Area Repairs	250,000	11

Priority	*Amount*	*Page*
12. Renovate Bathroom Facilities, Whittington-Williams, Bond-Carpenter, White & Court of Governors	250,000	12
13. Repairs & Renovation of Inter-Communication System, Women's Housing, Coliseum & Football Stadium	125,000	13
14. Install Metal Frame Screens, Shade Screens & Storm Windows, Certain Classrooms, Service & Housing Facilities (Energy Conservation)	100,000	14
15. Repairs to Union Building	80,000	15
16. Renovate Baseball Field to Include Lighting for Night Playing	185,000	16
17. Repairs to Existing Campus Lighting System by Installing New Fixtures on Existing Poles & Replacement of certain Overhead Lines to Better Light the Campus	250,000	17
18. Renovations to Accommodate the Handicapped	425,000	18
Total	$3,365,000	

PRE-PLANNING

GS PRE-PLANNING LONG-RANGE SUMMARY **13D**

1. **SUMMARY FOR FISCAL YEAR 86**
   SUMMARY DATE: 1/31/85

2. **INSTITUTION OR AGENCY**
   JACKSON STATE UNIVERSITY

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Construct and Furnish a 300-Room Dormitory for Men	$ 5,800,000
2	Construct and Furnish a 300-Room Dormitory for Women	$ 5,800,000
3	Construct and Furnish a 50-Unit Complex for Married Couples	$ 1,250,000
4	Purchase Blackburn, Sally Reynolds and Adjoning Properties	$ 3,740,000
5	Renovate University Park Auditorium	$ 2,650,000
6	Renovate and Equip Classroom Complex Building	$ 490,000
7	Renovate Industrial Arts Annex	$ 3,500,000
8	Construct a Physical Plant and Central Store Bldg.	$ 1,000,000
9		$
10		$
	TOTAL	$ 24,230,000

4. INTERMEDIATE NEEDS (should be funded in the next fiscal year):

Priority No.	*Project Title*		*Amount*
1	Renovate Desoto Property	$	1,500,000
2	Construct New Baseball Complex	$	1,500,000
3		$	
4		$	
5		$	
6		$	
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	3,000,000

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*		*Amount*
1	Construct 500-Room Student Dormitory	$	7,500,000
2	Install Central Plant Facility	$	3,000,000
3	Construct 50-Unit Complex for Married Couples	$	1,263,000
4	Construct Parking Plaza Area	$	6,000,000
5	Construct Athletic Dormitory	$	6,000,000
6	Construct Office Facility Complex	$	6,000,000

Priority No.	*Project Title*	*Amount*
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
15		$
16		$
17		$
18		$
19		$
20		$
21		$
22		$
23		$
24		$
25		$
	TOTAL	$ 29,763,000

CAPITAL IMPROVEMENT

GS CAPITAL IMPROVEMENT LONG-RANGE SUMMARY 13E

1. **SUMMARY FOR FISCAL YEAR 86**
   SUMMARY DATE: 1/31/85

2. **INSTITUTION OR AGENCY**
   JACKSON STATE UNIVERSITY

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Construct and Furnish a 300-Room Male Dormitory	$ 5,800,000
2	Construct and Furnish a 300-Room Female Dormitory	$ 5,800,000
3	Construct and Furnish a 50-Unit Complex for Married Couples	$ 1,250,000
4	Purchase Blackburn, Sally Reynolds and Adjoining Properties	$ 3,740,000
5	Renovate University Park Auditorium	$ 2,650,000
6	Renovate and Equip Classroom Complex	$ 490,000
7		$
8		$
9		$
10		$
	TOTAL	$ 19,730,000

4. INTERMEDIATE NEEDS (should be funded in the next fiscal year):

Priority No.	*Project Title*	*Amount*
1	Construct New Baseball Complex	$ 1,300,000
2	Construct Athletic Dormitory	$ 6,000,000
3	Construct Office Facility Complex	$ 6,000,000
4	Renovate Industrial Arts Annex	$ 3,500,000
5	Construct a Physical Plant Facility	$ 1,000,000
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 17,800,000

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*	*Amount*
1	Construct 500-Room Student Dormitory	$ 7,500,000
2	Install Central Plant Facility	$ 3,000,000
3	Construct 50-Unit Complex for Married Couples	$ 1,263,000
4	Construct Parking Plaza Area	$ 6,000,000
5		$
6		$

Priority No.	*Project Title*	*Amount*
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
15		$
16		$
17		$
18		$
19		$
20		$
21		$
22		$
23		$
24		$
25		$
	TOTAL	$ 17,763,000

JACKSON STATE UNIVERSITY
Jackson, Mississippi

January 31, 1985

Renovation and Repair Request

FY 86

		Estimated Cost	
I.	Roofing Repairs/ Replacement		
	A. Stewart Hall	$24,000	
	B. Ayer Hall	15,000	
	C. Physical Plant Annex	13,200	
	D. Education Building	15,800	
	E. Campus Union	37,000	
	F. Alexander North	12,000	
	G. Greenhouse	15,000	$132,000
II.	Street Repair and Resurfacing		
	A. Lynch Street	43,200	
	B. Tiger Trail	48,000	
	C. Union View	13,100	
	D. Prentiss Street	11,000	
	E. Central Street	14,000	
	F. Faculty Apartment Drive	10,200	
	G. Stewart Lane	10,400	
	H. College Park	10,700	
	I. North Campus	14,300	
	J. Rear Union View	12,100	187,000

JACKSON STATE UNIVERSITY
Jackson, Mississippi

January 31, 1985

Renovation and Repair Request – Continued

FY 86

		Estimated Cost
III.	Mechanical Renovations	
	A. Replace A/C Unit (Computer Center)	24,000
	B. Installation of HVAC System (Alexander Center)	250,000
	C. Replace HVA System (Stewart Hall)	150,000
	D. Repair or Replace Heat Pump (Administration Tower)	50,000
	E. Replace Cooling Tower (Classroom Complex)	33,000
	F. Install A/H Unit to Cool and Heat Lab in Shop Area (J.Y. Woodard Building)	25,000
	G. Repair or Replace HVAC System (West End of Just Hall of Science Building)	90,000
	H. Repair or Replace Chiller (North Dining Area)	71,000

JACKSON STATE UNIVERSITY
Jackson, Mississippi

January 31, 1985

Renovation and Repair Request – Continued

FY 86

			Estimated Cost	
III.	I.	Replace HVAC System (Industrial Arts Annex)	75,000	
	J.	Repair or Replace Heat Pump	20,000	
	K.	Replace Chiller (Campus Union)	120,000	
	L.	Repair Chiller and Add Zoning Units (Athletics and Assembly Center)	45,000	
	M.	Renovate Science Lab and Greenhouse	75,000	1,028,00
IV.		General Renovation		
	A.	Caulking and Window Replacement (Administration Tower)	50,000	
	B.	Ayer Hall Renovations	253,000	
	C.	Johnson Hall	90,000	
	D.	Dansby Hall	126,000	
	E.	Renovate Campus Utility System	77,000	
	F.	Physical Education Annex	72,000	

JACKSON STATE UNIVERSITY
Jackson, Mississippi

January 31, 1985

Renovation and Repair Request – Continued

FY 86

		Estimated Cost	
G.	Renovate Science Lab and Greenhouse	25,000	
H.	Library Wallpaper and Carpet Installation	108,000	
I.	Renovate Interior (Faculty Apartments)	224,000	
J.	Renovate Physical Plant Annex	46,000	1,071,000
V.	Code Renovations		
A.	W. D. Blackburn Handicapped Elevator	65,000	
B.	Library Smoke Detection System	43,000	
C.	Renovate School of Education Building Handicapped Toilets	8,500	116,500
VI.	Dormitory Renovations		
A.	Stewart Hall	144,000	
B.	Jones Hall	79,118	
C.	Sampson Hall	79,118	
D.	Dixon Hall	150,000	452,236

JACKSON STATE UNIVERSITY
Jackson, Mississippi

January 31, 1985

Renovation and Repair Request – Continued

FY 86

		Estimated Cost	
VII.	Athletics Renovation		
	A. Tennis Court	166,000	
	B. Repair Baseball Park	84,000	
	C. Renovate Bowling Lanes	50,000	300,000
	Total		$3,286,736

MISSISSIPPI UNIVERSITY FOR WOMEN

Capital Improvement Needs

Priority Request
FY 1986

1.	Asbestos Abatement	$2,400,673.00
2.	Hooper Science Hall Renovation	1,463,547.00
3.	Parkinson Hall Renovation	1,597,411.00
4.	Fine Arts Building Renovation	1,109,803.00
	TOTAL REQUEST	$6,571,434.00

Priority Request
FY 1987

1.	Library Addition	1,500,000.00
	TOTAL REQUEST	$1,500,000.00

Priority Request
FY 1988

1.	Renovate Demonstration School	$1,000,000.00
	TOTAL REQUEST	$1,000,000.00

Priority Request
FY 1989-1991

1.	Martin Hall Renovation	$1,000,000.00
	TOTAL REQUEST	$1,000,000.00

March 22, 1985

MISSISSIPPI UNIVERSITY FOR WOMEN

Repair and Renovation Needs

Priority Request
FY 1986

1.	Campus Lighting Phase II		$ 113,00
2.	FY86 Roof Repairs		79,400
3.	PEAB Refinishing and Ventilation		205,300
	a. Refinishing	$ 68,000	
	b. Ventilation	137,000	
4.	Waterproofing Simmons, Columbus, Callaway and Pohl Intramural Building		103,270
5.	Hogarth Dining Center Improvements		290,000
	a. Ventilation Enhancements	$ 85,000	
	b. Cooling Tower Replacement	23,000	
	c. Freezer/Storage Relocation	181,600	
6.	Whitfield Hall Auditorium Seating		253,162
7.	Library Refurbishing		136,143
8.	Tennis Court Repairs		154,295
9.	Columbus/Hastings Halls Stabilization		181,542
	TOTAL REQUEST		$1,516,089

Priority Request
FY 1987

1.	Asbestos Abatement	100,000
2.	1987 Roof Repairs	200,000
3.	Campus Lighting Phase III	200,000
4.	1987 Steam Line Repair	100,000
5.	1987 Handicap Access	100,000
6.	1987 Campus Painting	60,000
	TOTAL REQUEST	$ 760,000

MISSISSIPPI UNIVERSITY FOR WOMEN

Repair and Renovation Needs – Continued

Priority Request
FY 1988

1.	1988 Asbestos Abatement	$ 100,000
2.	1988 Roof Repairs	200,000
3.	1988 Handicap Access	100,000
4.	Steam Line Extention	350,000
5.	1988 Campus Painting	60,000
	TOTAL REQUEST	$ 810,000

Priority Request
FY 1989-1991

1.	Roof Repairs	400,000
2.	Asbestos Abatement	300,000
3.	Heating Plant Upgrade	300,000
4.	Street Repairs	200,000
5.	Handicap Access	300,000
6.	Campus Painting	200,000
7.	Building Demolition	150,000
8.	Buildings Stabilization	300,000
	TOTAL REQUEST	$2,050,000

REPAIR & RENOVATION

GS DISCRETIONARY REPAIR AND RENOVATION LONG-RANGE SUMMARY **13F**

1. **SUMMARY FOR FISCAL YEAR** 1987
   SUMMARY DATE: 3/14/85

2. **INSTITUTION OR AGENCY**
   MISSISSIPPI UNIVERSITY FOR WOMEN

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*		*Amount*
1	Asbestos Abatement	$	100,000
2	1987 Roof Repairs	$	200,000
3	Campus Lighting Phase III	$	200,000
4	1987 Steam Line Repair	$	100,000
5	1987 Handicap Access	$	100,000
6	1987 Campus Painting	$	60,000
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	760,000

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*		*Amount*
1	1988 Asbestos Abatement	$	100,000
2	1988 Roof Repairs	$	200,000
3	1988 Handicap Access	$	100,000

Priority No.	*Project Title*		*Amount*
4	Steam Line Extention	$	350,000
5	1988 Campus Painting	$	60,000
6		$	
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	810,000

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No	*Project Title*		*Amount*
1	Roof Repairs	$	400,000
2	Asbestos Abatement	$	300,000
3	Heating Plant Upgrade	$	300,000
4	Street Repairs	$	200,000
5	Handicap Access	$	300,000
6	Campus Painting	$	200,000
7	Buildings Demolition	$	150,000
8	Buildings Stabilization	$	300,000
9		$	
10		$	
11		$	
12		$	
13		$	
14		$	
15		$	

Priority No.	*Project Title*		*Amount*
16	_____	$	_____
17	_____	$	_____
18	_____	$	_____
19	_____	$	_____
20	_____	$	_____
21	_____	$	_____
22	_____	$	_____
23	_____	$	_____
24	_____	$	_____
25	_____	$	_____
	TOTAL	$	2,050,000

PRE-PLANNING

GS PRE-PLANNING LONG-RANGE SUMMARY 13D

1. **SUMMARY FOR FISCAL YEAR 86**
   SUMMARY DATE: 3/18/85

2. **INSTITUTION OR AGENCY**
   MISSISSIPPI STATE UNIVERSITY

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*		*Amount*
1	Indoor Swimming Pool	$	4,200,000
2	Horticulture Greenhouses	$	850,000
3		$	
4		$	
5		$	
6		$	
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	5,050,000

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*		*Amount*
1	McCarthy HPER Addition	$	5,500,000
2	Mitchell Library Addition	$	10,000,000
3		$	

Priority No.	*Project Title*	*Amount*
4		$
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 15,500,000

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*	*Amount*
1	Bowen Hall Mechanical & General Renovation	$ 2,500,000
2	Colvard Union Annex	$ 3,000,000
3	Meridian Branch Classroom/ Administration	$ 2,200,000
4	Academic/Library Storage Building	$ 750,000
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$

Priority No.	*Project Title*	*Amount*
13		$
14		$
15		$
16		$
17		$
18		$
19		$
20		$
21		$
22		$
23		$
24		$
25		$
	TOTAL	$ 8,450,000

CAPITAL IMPROVEMENT

GS CAPITAL IMPROVEMENT LONG-RANGE SUMMARY 13E

1. **SUMMARY FOR FISCAL YEAR 86**
   SUMMARY DATE: 3/18/85

2. **INSTITUTION OR AGENCY**
   MISSISSIPPI STATE UNIVERSITY

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Creative Arts Theatre Equipment	$ 1,700,000
2	McCain Engineering Renovation	$ 4,800,000
3	Agricultural Mechanics Laboratory	$ 1,990,000
4	Water Storage Tank	$ 1,100,000
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 9,590,000

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Indoor Swimming Pool	$ 4,200,000

Priority No.	*Project Title*		*Amount*
2	Hilburn Hall Renovation	$	2,200,000*
3	Horticulture Greenhouses	$	850,000
4		$	
5		$	
6		$	
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	7,250,000

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*		*Amount*
1	Cafeteria Restoration – Kitchen & HVAC	$	5,500,000
2	McCarthy HPER Addition	$	5,500,000
3	Mitchell Library Addition	$	10,000,000
4	Music and Art Center	$	8,300,000
5	Lee Hall Renovation	$	4,500,000
6	Bowen Hall Mechanical & General Renovation	$	2,500,000
7	Colvard Union Annex	$	3,000,000
8	Meridian Branch Classroom/ Administration	$	2,200,000

*This second installment of funding for this project brings the total funding to $3,000,000.

Priority No.	*Project Title*		*Amount*
9	Academic/Library Storage Building	$	2,000,000
10		$	
11		$	
12		$	
13		$	
14		$	
15		$	
16		$	
17		$	
18		$	
19		$	
20		$	
21		$	
22		$	
23		$	
24		$	
25		$	
	TOTAL	$	42,250,000

REPAIR & RENOVATION

GS DISCRETIONARY REPAIR AND RENOVATION
LONG-RANGE SUMMARY **13F**

1. **SUMMARY FOR FISCAL YEAR 86**
   SUMMARY DATE: 3/18/85

2. **INSTITUTION OR AGENCY**
   MISSISSIPPI STATE UNIVERSITY

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No	*Project Title*	*Amount*
1	McCain Renovation – Phase I – Safety	$ 350,000
2	Hand Lab Asbestos Removal	$ 120,000
3	Patterson Lab Electrical Improvements	$ 125,000
4	Waterproofing & Repairs – Lee Hall, Library, Coliseum, Memorial	$ 180,000
5	Roof Replacements – Lakeside & Carpenter	$ 80,000
6	Lakeside Building Renovation	$ 50,000
7	Patterson Research & Instructional Labs	$ 100,000
8	Street Renovation – Hardy & Lee	$ 350,000
9	Coliseum Concrete Repairs	$ 65,000
10	Boiler for Steam Plant	$ 250,000
11	McCarthy Gym Improvements	$ 125,000
12	Vehicle Maint/Furniture & Upholstery Shops	$ 65,000
	TOTAL	$ 1,860,000

4. INTERMEDIATE NEEDS (should be funded in the next fiscal year):

Priority No.	*Project Title*	*Amount*
1	McCain Renovation – Phase II – HVAC & Electrical	$ 1,500,000
2	Hamlin Hall Asbestos Removal	$ 380,000
3	Rifle Range Safety Renovations	$ 60,000
4	Roof Replacement – McCarthy Gym	$ 150,000
5	Emergency Lighting 8 Bldgs/ Fire Alarms 10 Bldgs	$ 190,000
6	Lloyd-Ricks Renovation for Home Economics	$ 462,000
7	Utilities – Steam/Chilled Water Tunnel	$ 500,000
8	ROTC Building Renovation	$ 90,000
9	Streets and Parking Improvements	$ 500,000
10	Humphrey Coliseum Parking – Phase I	$ 250,000
	TOTAL	$ 4,082,000

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*	*Amount*
1	McCain Renovation – Phase III	$ 2,950,000
2	Street Lighting Renovation	$ 75,000
3	Fire Alarms for 7 Buildings	$ 35,000
4	Renovate Hardy for Security	$ 80,000

Priority No.	*Project Title*	*Amount*
5	Parking Lot Repairs – Dorman Hall	$ 45,000
6	George Hall Repairs and Improvements	$ 400,000
7	Renovate Stone for Athletic Department	$ 80,000
8	Humphrey Coliseum Parking – Phase II	$ 250,000
9	Walker Engineering Elevator Renovation	$ 80,000
10	McCarthy Gym – Pave Parking Lot	$ 107,000
11	Tennis Court Repairs & Lighting Improvement	$ 124,000
12	Bowen Hall Electrical Renovation	$ 75,000
13	Energy Refit – Dorman, Allen, Library	$ 200,000
14	Connection of Heating & Cooling Systems	$ 300,000
15	Storm Drainage – Bookstore to Dorman	$ 150,000
16	Magruder Street Renovation	$ 125,000
17	Raspect Flight Lab Repairs	$ 35,000
18	Freeman Hall Renovations	$ 65,000
19	Storm Drainage – Five Points	$ 20,000
20	Stone Boulevard Extended Paving	$ 150,000
21	Intramural Field Lighting	$ 75,000

Priority No.	*Project Title*	*Amount*
22	Memorial Hall Mechanical Renovation	$ 300,000
23	Walker Engineering – Asbestos Removal	$ 300,000
24	Renovation of Dorman Hall Auditorium	$ 25,000
25	Utilities – Steam/Chilled Water Tunnel	$ 500,000
26	Harned Annex HVAC Improvements	$ 60,000
27	Asbestos Removal	$ 5,000,000
28		$
29		$
30		$
31		$
32		$
33		$
34		$
35		$
36		$
37		$
38		$
39		$
40		$
41		$
42		$
43		$
44		$
45		$

Priority No.	*Project Title*	*Amount*
46	_____	$ _____
47	_____	$ _____
48	_____	$ _____
49	_____	$ _____
50	_____	$ _____
	TOTAL	$ 17,548,000

PRE-PLANNING

GS PRE-PLANNING LONG-RANGE SUMMARY **13D**

1. **SUMMARY FOR FISCAL YEAR 1986.**
   SUMMARY DATE: March 23, 1985

2. **INSTITUTION OR AGENCY**
   MISS. VALLEY STATE UNIV.

3. **CURRENT NEEDS (should be funded in the coming year):**

Priority No.	*Project Title*	*Amount*
1		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$

4. INTERMEDIATE NEEDS (should be funded in the next fiscal year):

Priority No.	*Project Title*		*Amount*
1	Phase 3, Campus Face Lifting	$	3,545,193
2		$	
3		$	
4		$	
5		$	
6		$	
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	3,545,193

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*	*Amount*
1	Humanities and Performing Arts	$ 4,435,198
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
15		$
16		$
17		$

Priority No.	*Project Title*	*Amount*
18	_____	$ _____
19	_____	$ _____
20	_____	$ _____
21	_____	$ _____
22	_____	$ _____
23	_____	$ _____
24	_____	$ _____
25	_____	$ _____
	TOTAL	$ 4,435,198

CAPITAL IMPROVEMENT

GS CAPITAL IMPROVEMENT LONG-RANGE SUMMARY 13E

1. **SUMMARY FOR FISCAL YEAR 1986.**
   SUMMARY DATE: March 29, 1985

2. **INSTITUTION OR AGENCY**
   MISS. VALLEY STATE UNIV.

3. **CURRENT NEEDS (should be funded in the coming year):**

Priority No.	*Project Title*	*Amount*
1	Laundry Facility, Furniture & Equipment	$ 250,652
2	Renovation of Maintenance Building	$ 572,00
3	Dormitory for Men	$ 2,500,000
4	Administration Building	$ 1,651,704
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 4,974,436

Priority No.	*Project Title*	*Amount*

4. INTERMEDIATE NEEDS (should be funded in the next fiscal year):

Priority No.	*Project Title*	*Amount*
1	_____	$ _____
2	_____	$ _____
3	_____	$ _____
4	_____	$ _____
5	_____	$ _____
6	_____	$ _____
7	_____	$ _____
8	_____	$ _____
9	_____	$ _____
10	_____	$ _____

REPAIR & RENOVATION

GS DISCRETIONARY REPAIR AND RENOVATION
LONG-RANGE SUMMARY **13F**

1. **SUMMARY FOR FISCAL YEAR 1986.**
   SUMMARY DATE: **March 29, 1985**

2. **INSTITUTION OR AGENCY**
   MISS. VALLEY STATE UNIV.

3. **CURRENT NEEDS (should be funded in the coming year):**

Priority No.	*Project Title*	*Amount*
1	Replace Roof on Social Science Building	$ 122,126
2	Replace 100 Ton Airtemp Chiller-Tech. Ed. Bldg.	$ 41,995
3	Repairs to Seven Dormitories	$ 488,792
4	Repairs to Student Health Center	$ 14,470
5	Install Area Lighting on Campus	$ 240,000
6	Repairs to F.L. Wright Math & Science Bldg.	$ 75,540
7		$
8		$
9		$
10		$
	TOTAL	$ 728,453

4. INTERMEDIATE NEEDS (should be funded in the next fiscal year):

Priority No.	*Project Title*		*Amount*
1	Renovation of Pre-School Building	$	149,090
2	Repairs to Cafeteria	$	23,369
3	Repairs to Health & Physical Education Bldg.	$	17,319
4	Repairs to Education Building	$	8,501
5	Addition of Ramps for the Handicap	$	43,120
6	Repairs to Campus Chapel	$	50,646
7	Renovate ROTC & Security Buiding	$	165,324
8	Repairs to Communication Building	$	407,557
9		$	
10		$	
	TOTAL$		865,126

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*	*Amount*
1	Repairs to Walter Sillers Fine Arts Building	$ 438,159
2	Repairs to Technical Education Building	$ 41,568
3	Repairs to Recreation Building	$ 37,894
4	Replace Campus Entrance	$ 102,722
5	Repairs and Addition to President's Home	$ 148,185
6	Repairs to Delta Sand	$ 31,610
7	Repairs to Administration Annex I	$ 6,489
8	Repairs to Greenhouse & Biology Lab.	$ 53,750
9	Repairs to Student Union Building	$ 6,579
10	Repairs to Campus Walkways & Drives	$ 108,199
11		$
12		$
13		$
14		$
15		$
16		$
17		$
18		$
19		$
20		$

Priority No.	*Project Title*	*Amount*
21		$
22		$
23		$
24		$
25		$
	TOTAL	$ 975,157

REPAIR & RENOVATION

GS DISCRETIONARY REPAIR AND RENOVATION LONG-RANGE SUMMARY **13F**

1. **SUMMARY FOR FISCAL YEAR 1986**
   SUMMARY DATE: March, 1985

2. **INSTITUTION OR AGENCY**
   THE UNIVERSITY OF MISSISSIPPI

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*		*Amount*
1	Fire Alarms in Dorms, Phase II	$	377,824
2	Fire Alarms-Academic Buildings	$	56,375
3	Roofing Program 1985-1986	$	456,275
4	Water System Phase II	$	499,000
5	North Substation Renovation	$	302,940
6	Classroom Renovation	$	132,000
7	Brown Hall Fire Stairs	$	51,150
8	Renovation-Language Laboratory	$	125,000
9	Handicap Access-Coliseum	$	52,300
10	Energy Conservation – Peabody	$	85,000
	TOTAL	$	2,137,864

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*		*Amount*
1	E. M. S. Expansion – Phase II	$	1,770,000
2	Fire Alarms in Dorms – Phase III	$	177,500

Priority No.	*Project Title*		*Amount*
3	Speech/Hearing Clinic-Renov.	$	40,000
4	Water System Phase III	$	484,000
5	Painting Academic Buildings	$	17,600
6	Retrofit HVAC Systems	$	370,000
7	Law Library Level II	$	750,000
8	Renovate George Hall	$	325,000
9	Stage Curtains – Ed. Auditorium	$	12,500
10	Library Addition	$	522,500
	TOTAL	$	4,469,100

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*		*Amount*
1	Classroom Seating	$	26,400
2	Renovate Public Relations	$	14,522
3	Renovate Third Floor of Lyceum	$	450,000
4	Stadium Restroom	$	106,645
5	Cooling System for Bondurant	$	354,000
6	Cooling System – Physics Bldg.	$	201,000
7	UPD Office Renovation	$	15,000
8	A/C System – Improve Efficiency	$	596,000
9	Fulton Chapel Sound Reflector	$	24,690
10	Electrical Power Substation	$	748,440
11	Ed. Building Improvements	$	113,025

Priority No.	*Project Title*	*Amount*
12	Hot Water Piping in Tunnel	$ 151,775
13	CRC Control Room Renovation	$ 90,000
14	Honors Center Renovation	$ 150,000
15	CRC Offices – Second Level	$ 27,000
16	Education Bldg. – Air Cond.	$ 225,000
17	Storm Sewer Imps. – Phase I	$ 60,575
18	Int. Painting – Academic Bldgs.	$ 166,900
19	Handicap Access – Campus Wide	$ 1,350,000
20	Alumni House Renovation	$ 105,000
21	Fire Alarms Phase IV	$ 87,500
22	Renovate Labs – Chem. & Civil Eng.	$ 22,000
23	Lab Renovation – Mech. Engr.	$ 150,000
24	Pressbox Renovation	$ 397,100
25	Complete Band/Intramural Field	$ 156,493
26	CRC – Film Processing Room	$ 14,000
27	Storm Sewer Imp. – Phase II	$ 53,350
28	Engr. Science Renovation	$ 13,000
29	Asphaltic Overlay Phase I	$ 165,081
30	Meek Hall Fire Stairs	$ 86,800
31	Addl. Parking – Science Center	$ 51,950
32	Seismic Station Renovation	$ 50,000
33	Entrance/Access – Faser	$ 168,950
34	Hume/Biology Emergency Power	$ 42,200
35	Visitor Center	$ 75,000
36	Additional Parking – Phase I	$ 299,300

Priority No.	*Project Title*		*Amount*
37	HVAC Modifications & Imps.	$	291,000
38	Asphaltic Overlay Phase II	$	208,730
39	McCain Hall Renovation	$	58,300
40	Structural Bldg. Retrofit	$	341,000
41	Renovation – Purchasing	$	63,250
42	Acoustic Panels – Computer Cntr.	$	10,000
43	Walkway – Civil Engineering	$	10,000
44	Johnson Commons A/C Replacement	$	48,438
45	Renovate Old Education	$	1,004,330
46	Paint Coliseum Ceiling	$	66,500
47	Ongoing Dormitory Renovation	$	425,000
48	Home Ec – Replace Freezer/ Refrig.	$	18,000
49	Parking Expansion – Stewart	$	114,418
50	Law Center Landscaping	$	50,875
51	New Cooling System for Lyceum	$	354,000
52	Replace Water Pipe in Dorms	$	239,400
53	Traffic Exit – Fraternity Row	$	159,800
54	Overlay – Coliseum Parking Lot	$	63,800
55	Overlay – East Lot of Coliseum	$	37,400
56	Handicap (Intra. – Bldg. Access)	$	45,100
57	Repair/Seal Showers in Dorms	$	102,100
58	Sidewalks – Central Campus	$	24,910
59	Sidewalks – New P. E. Center	$	26,975
60	Steam System Imp. in Bldgs.	$	68,000

Priority No.	*Project Title*		*Amount*
61	WWTP – Water Line	$	47,152
62	Univ. Golf Course Water System	$	257,418
63	Cooling System – Fine Arts Bldg.	$	295,000
64	Biology Room Modifications	$	17,450
65	Landscaping Turner HPER Bldg.	$	41,260
66	Expand A. A. Office	$	644,000
67	Replace A/C – Education Building	$	128,000
68	Repairs to Academic Buildings	$	88,000
69	Ren. Vaught-Hemingway Stadium	$	990,000
70	Install Fan Coil Units – Miller	$	29,625
71	Meek Equipment Room Floor	$	70,000
72	Exhaust Fans – Faser	$	161,050
73	Parking for Coulter Hall	$	107,000
74	Handicap Renovation FAC	$	229,000
75	Veneer Brick on Crosby Hall	$	354,000
	TOTAL	$	14,098,977

PRE-PLANNING

GS PRE-PLANNING LONG-RANGE SUMMARY **13D**

1. **SUMMARY FOR FISCAL YEAR 1987**
   SUMMARY DATE: March, 1985

2. **INSTITUTION OR AGENCY**
   THE UNIVERSITY OF MISSISSIPPI

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*		*Amount*
1	Library Expansion	$	7,000,000
2	Pharmacy Research Wing	$	8,264,700
3	Business School Addition	$	3,290,000
4	Barnard Restoration	$	2,400,000
5	Asbestos Hazard Removal	$	2,490,000
6	Law Library Level II	$	750,000
7	Performing Arts Center	$	10,414,880
8	High Technology Building	$	12,000,000
9	Student Health Service	$	2,480,000
10	Science Center – Phase V	$	5,639,600
	TOTAL	$	54,729,180

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*		*Amount*
1	Communications/Media Building	$	4,870,000
2	"Y" Building Restoration	$	3,305,000
3	Baseball Field and Stadium	$	1,479,500

Priority No.	*Project Title*	*Amount*
4		$
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 9,654,500

CAPITAL IMPROVEMENT

GS CAPITAL IMPROVEMENT LONG-RANGE SUMMARY 13E

1. **SUMMARY FOR FISCAL YEAR 1987**
   SUMMARY DATE: March, 1985

2. **INSTITUTION OR AGENCY**
   THE UNIVERSITY OF MISSISSIPPI

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Power Plant – Utilities System	$ 12,000,000
2	Renovation – Old Gym	$ 3,995,000
3	Renovation – Old Chemistry	$ 2,973,000
4	Lyceum Restoration	$ 4,000,000
5	Electrical Power Substation	$ 712,656
6	Pressbox Renovation	$ 397,100
7	Old Geology Restoration	$ 750,000
8	Handicap Access – Campus Wide	$ 1,350,000
9	Renovate Old Education	$ 1,004,330
10	Bishop Hall Renovation	$ 450,800
	TOTAL	$ 27,632,886

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Bondurant Hall Renovation	$ 1,603,210
2	Central Storage Building	$ 5,000,000
3	Parking Lot – Law Center	$ 840,780

Priority No.	*Project Title*	*Amount*
4		$
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 7,443,990

REPAIR & RENOVATION

GS DISCRETIONARY REPAIR AND RENOVATION LONG-RANGE SUMMARY **13F**

1. **SUMMARY FOR FISCAL YEAR 1986**
   SUMMARY DATE: March, 1985

2. **INSTITUTION OR AGENCY**
   THE UNIVERSITY OF MISSISSIPPI

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*		*Amount*
1	Fire Alarms in Dorms, Phase II	$	377,824
2	Fire Alarms – Academic Buildings	$	56,375
3	Roofing Program 1985-1986	$	456,275
4	Water System Phase II	$	499,000
5	North Substation Renovation	$	302,940
6	Classroom Renovation	$	132,000
7	Brown Hall Fire Stairs	$	51,150
8	Renovation – Language Laboratory	$	125,000
9	Handicap Access – Coliseum	$	52,300
10	Energy Conservation – Peabody	$	85,000
	TOTAL	$	2,137,864

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*		*Amount*
1	E. M. S. Expansion – Phase II	$	1,770,000
2	Fire Alarms in Dorms – Phase III	$	177,500

Priority No.	*Project Title*	*Amount*
3	Fire Alarms in Dorms – Phase III	$ 40,000
4	Water System Phase II	$ 484,000
5	Painting Academic Buildings	$ 17,600
6	Retrofit HVAC Systems	$ 370,000
7	Law Library Level II	$ 750,000
8	Renovate George Hall	$ 325,000
9	Stage Curtains – Ed. Auditorium	$ 12,500
10	Library Addition	$ 522,500
	TOTAL	$ 4,469,100

5. **FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):**

Priority No.	*Project Title*	*Amount*
1	Classroom Seating	$ 26,400
2	Renovate Public Relations	$ 14,522
3	Renovate Third Floor of Lyceum	$ 450,000
4	Stadium Restroom	$ 106,645
5	Cooling System for Bondurant	$ 354,000
6	Cooling System – Physics Bldg.	$ 201,000
7	UPD Office Renovation	$ 15,000
8	A/C System – Improve Efficiency	$ 596,000
9	Fulton Chapel Sound Reflector	$ 24,690
10	Electrical Power Substation	$ 748,440
11	Ed. Building Improvements	$ 113,025

Priority No.	*Project Title*		*Amount*
12	Hot Water Piping in Tunnel	$	151,775
13	CRC Control Room Renovation	$	90,000
14	Honors Center Renovation	$	150,000
15	CRC Offices – Second Level	$	27,000
16	Education Bldg. – Air Cond.	$	225,000
17	Storm Sewer Imps. – Phase I	$	60,575
18	Int. Painting – Academic Bldgs.	$	166,900
19	Handicap Access – Campus Wide	$	1,350,000
20	Alumni House Renovation	$	105,000
21	Fire Alarms Phase IV	$	87,500
22	Renovate Labs – Chem. & Civil Eng.	$	22,000
23	Lab Renovation – Mech. Engr.	$	150,000
24	Pressbox Renovation	$	397,100
25	Complete Band/Intramural Field	$	156,493
26	CRC – Film Processing Room	$	14,000
27	Storm Sewer Imp. – Phase II	$	53,350
28	Engr. Science Renovation	$	13,000
29	Asphaltic Overlay Phase I	$	165,081
30	Meek Hall Fire Stairs	$	86,800
31	Addl. Parking – Science Center	$	51,950
32	Seismic Station Renovation	$	50,000
33	Entrance/Access – Faser	$	168,950
34	Hume/Biology Emergency Power	$	42,200
35	Visitor Center	$	75,000
36	Additional Parking – Phase I	$	299,300

Priority No.	*Project Title*	*Amount*
37	HVAC Modifications & Imps.	$ 291,000
38	Asphaltic Overlay Phase II	$ 208,730
39	McCain Hall Renovation	$ 58,300
40	Structural Bldg. Retrofit	$ 341,000
41	Renovation – Purchasing	$ 63,250
42	Acoustic Panels – Computer Cntr.	$ 10,000
43	Walkway – Civil Engineering	$ 10,000
44	Johnson Commons A/C Replacement	$ 48,438
45	Renovate Old Education	$ 1,004,330
46	Paint Coliseum Ceiling	$ 66,500
47	Ongoing Dormitory Renovation	$ 425,000
48	Home Ec – Replace Freezer/ Refrig.	$ 18,000
49	Parking Expansion – Stewart	$ 114,418
50	Law Center Landscaping	$ 50,875
51	New Cooling System for Lyceum	$ 354,000
52	Replace Water Pipe in Dorms	$ 239,400
53	Traffic Exit – Fraternity Row	$ 159,800
54	Overlay – Coliseum Parking Lot	$ 63,800
55	Overlay – East Lot of Coliseum	$ 37,400
56	Handicap (Intra. – Bldg. Access)	$ 45,100
57	Repair/Seal Showers in Dorms	$ 102,100
58	Sidewalks – Central Campus	$ 24,910
59	Sidewalks – New P. E. Center	$ 26,975
60	Steam System Imp. in Bldgs.	$ 68,000
61	WWTP – Water Line	$ 47,152

Priority No.	*Project Title*	*Amount*
62	Univ. Golf Course Water System	$ 257,418
63	Cooling System – Fine Arts Bldg.	$ 295,000
64	Biology Room Modifications	$ 17,450
65	Landscaping Turner HPER Bldg.	$ 41,260
66	Expand A. A. Office	$ 644,000
67	Replace A/C – Education Building	$ 128,000
68	Repairs to Academic Buildings	$ 88,000
69	Ren. Vaught-Hemingway Stadium	$ 990,000
70	Install Fan Coil Units – Miller	$ 29,625
71	Meek Equipment Room Floor	$ 70,000
72	Exhaust Fans – Faser	$ 161,050
73	Parking for Coulter Hall	$ 107,000
74	Handicap Renovation FAC	$ 229,000
75	Veneer Brick on Crosby Hall	$ 354,000
	TOTAL	$ 14,098,977

PRE-PLANNING

GS PRE-PLANNING LONG-RANGE SUMMARY **13D**

1. **SUMMARY FOR FISCAL YEAR** 1987
   SUMMARY DATE: 2/14/85

2. **INSTITUTION OR AGENCY**
   UNIVERSITY OF SOUTHERN MISSISSIPPI

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Cook Library Addition	$ 20,000,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 20,000,000

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Computer Science Facility	$ 19,000,000
2		$
3		$

Priority No.	*Project Title*		*Amount*
4		$	
5		$	
6		$	
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	19,000,000

5. **FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):**

Priority No.	*Project Title*		*Amount*
1	All-Purpose Classroom/ Laboratory/Office Complex	$	6,000,000
2	Educational Facility for Communication	$	11,000,000
3	Continuing Education Center	$	8,000,000
4	Greenhouse-Walker Science Area	$	276,750
5	Business Administration Building Addition	$	2,500,000
6		$	
7		$	
8		$	
9		$	
10		$	

Priority No.	*Project Title*	*Amount*
11		$
12		$
13		$
14		$
15		$
16		$
17		$
18		$
19		$
20		$
21		$
22		$
23		$
24		$
25		$
	TOTAL	$ 27,776,750

UNIVERSITY OF SOUTHERN MISSISSIPPI
PROJECT REQUESTS
FY 1986

	Page	Estimate
B. CAPITAL IMPROVEMENTS		
1. Health, Physical Education & Recreation Center and Track	4	$12,270,000
2. (a) Cook Library Addition	6	$20,000,000
(b) Computer Science Facility	7	$19,000,000
3. All-Purpose Classroom/Laboratory/Office Complex	9	$ 6,000,000
4. Educational Facility for Communication	10	$11,000,000
5. Continuing Education Center	11	$ 8,000,000
6. Greenhouse-Walker Science Area..	13	$ 276,750
7. Business Administration Building Addition	14	$ 2,500,000
TOTAL CAPITAL IMPROVEMENTS		$79,046,750

CAPITAL IMPROVEMENT

GS CAPITAL IMPROVEMENT LONG-RANGE SUMMARY 13E

1. **SUMMARY FOR FISCAL YEAR** 1987
   SUMMARY DATE: 2/14/85

2. **INSTITUTION OR AGENCY**
   UNIVERSITY OF SOUTHERN MISSISSIPPI

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Health, Physical Education & Recreation Center & Track	$ 12,270,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
	TOTAL	$ 12,270,000

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*	*Amount*
1	Cook Library Addition	$ 20,000,000
2		$
3		$

Priority No.	*Project Title*		*Amount*
4		$	
5		$	
6		$	
7		$	
8		$	
9		$	
10		$	
	TOTAL	$	20,000,000

5. **FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):**

Priority No.	*Project Title*		*Amount*
1	Computer Science Facility	$	19,000,000
2	All-Purpose Classroom/ Laboratory/Office Complex	$	6,000,000
3	Educational Facility for Communication	$	11,000,000
4	Continuing Education Center	$	8,000,000
5	Greenhouse-Walker Science Area	$	276,750
6	Business Administration Building Addition	$	2,500,000
7		$	
8		$	
9		$	
10		$	

Priority No.	*Project Title*	*Amount*
11		$
12		$
13		$
14		$
15		$
16		$
17		$
18		$
19		$
20		$
21		$
22		$
23		$
24		$
25		$
	TOTAL	$ 46,776,750

REPAIR & RENOVATION

GS DISCRETIONARY REPAIR AND RENOVATION LONG-RANGE SUMMARY 13F

1. **SUMMARY FOR FISCAL YEAR 1986**
   SUMMARY DATE: 2/14/85

2. **INSTITUTION OR AGENCY**
   UNIVERSITY OF SOUTHERN MISSISSIPPI

3. **CURRENT NEEDS (should be funded in the coming fiscal year):**

Priority No.	*Project Title*		*Amount*
1	Asbestos Abatement – Phase I	$	74,550
2	Renov.-Choral/Band Hall-PAC	$	110,110
3	Renovation-Educ. & Psy. Bldg-Psycholoy Lab.	$	287,800
4	Natatorium-Floor & Foundation	$	215,165
5	1985 Roofing Prog.-Phase I	$	396,000
6	Renovation-Home Ec.-Phase II	$	551,800
7	Renovation-Sci. Lab.-Phase I	$	427,650
8	Renovation-Sci. Lab.-Phase II	$	321,435
9	Resurfacing Streets & Parking	$	200,000
10	Tennis Court Improvements	$	61,780
	TOTAL	$	2,646,290

4. **INTERMEDIATE NEEDS (should be funded in the next fiscal year):**

Priority No.	*Project Title*		*Amount*
1	Fire Alarm/Emerg. Power-Dorms-Phase III	$	360,000
2	Security Lighting-Phase III	$	302,000
3	Repl. of Cool. Twrs & Chiller	$	300,000

Priority No.	*Project Title*		*Amount*
4	Renovation-Southern Hall	$	384,000
5	Interior Lighting	$	214,710
6	HVAC Loop-Sci. & Tech. Bldg.	$	551,800
7	Renovation-Wesley Building	$	113,050
8	Floor Replacement	$	109,250
9	Cook Library-Faculty Offices	$	56,525
10	Campus Utility Expansion	$	203,745
	TOTAL	$	2,595,080

5. FUTURE NEEDS (should be funded in the next 3 to 5 fiscal years):

Priority No.	*Project Title*		*Amount*
1	Heat Syst-Indus. Arts, ROTC & Weathersby	$	73,230
2	1985 Roof Program-Phase II	$	256,000
3	Asbestos Abatement-Phase II	$	1,295,900
4	Phase IV-Handicap Access.	$	193,150
5	Renovation-Southern Playhouse	$	106,000
6	Reloc. Kilns-George Hurst Bldg.	$	66,630
7	Repl. A/C-McClesky & McMillan Halls	$	214,560
8	Entrance-Fine Arts Complex	$	210,375
9	Int. Renovation-HPER Facil.	$	605,440
10	McLemore Hall-Cont. Educ.	$	56,525
11	Renovation-Admin. Bldg.	$	449,900
12	Repl. Wood Windows & Doors	$	232,000
13	Fire Alarms/Emerg. Power-Dorms. Phase IV	$	346,120
14	Campus Elect. Metering-Phase I	$	46,310
15	Waterproofing of Buildings	$	443,960

Priority No.	*Project Title*	*Amount*
16	Fire Alarm Systems – Wood Structures	$ 340,380
17	Renovation – Parking Areas	$ 379,610
18	Coliseum – Sound System	$ 50,900
19	Phase V – Electrical Dist.	$ 451,575
20	Hub – HVAC System	$ 386,950
21	Bennett Auditorium – HVAC	$ 387,000
22	Underground Electrical Dist. System-Pinehaven	$ 642,600
23	Renovation – Honor House	$ 482,950
24	Renovation – Alumni House	$ 393,990
25	Conversion HVAC – Bond Hall	$ 326,210
26	Conversion HVAC – Panhellenic	$ 315,210
27	Underground Electrical Dist. System – Elam Arms	$ 129,015
28	Renovation of Elam Arms	$ 479,075
29	Renovation of Vann Hall	$ 175,690
30	Replace of Patio Door Units at Marsh & McLemore Halls	$ 40,295
31	Interior Painting – Coliseum	$ 231,200
32	College Hall Basement – Renovation for Anthropology	$ 57,900
33	Asbestos Abatement – Phase III	$ 1,520,400
	TOTAL	$ 11,387,050

UNITED STATES' EXHIBIT 836a

TABLE 1

Mississippi Public Institutions of Higher Learning

Enrollment: 1953/54 (Actual), 1965 (Projected)

Expenditures: 1953/54-1965 Projected

Institution	Enrollment 1953/54 (Actual)	Enrollment 1965 (Projected)	Enrollment Difference	Total Expenditures 1953/54-1965 (Projected)	Expenditure/ FTE 1953/54-1965 (Projected)
Alcorn	541	800	259	$ 500,000	$ 1,930
Miss. Valley	185	700	515	1,700,000	3,300
Jackson State	784	2,000	1,216	5,000,000	4,111
Total TBIs	1,501	3,500	1,990	7,200,000	3,618
Delta State	423	600	177	2,000,000	11,299
Miss. State	2,451	3,500	1,049	9,000,000	8,579
M. U. Women	820	900	80	2,600,000	32,500
U. Miss.	2,197	3,000	803	9,000,000	11,208
U. So.Miss.	2,094	3,500	1,406	7,600,000	5,405
Total TWIs	7,985	11,500	3,515	30,200,000	$ 8,591
Total all IHL	9,495	15,000	5,505	$37,400,000	$ 6,794

Source: Brewton Report, 1954. p.256, Table 24; pp. 257-275.

which steadily grew from 18% in 1953/54 to 25% in the 1970's and declined to 22% in 1984/85.

TABLE 3

ENROLLMENTS: PEAKS AND 1984/85

	Peak Enrollment		1984/85
TBI's			
Alcorn State	(75/76)	2,790	2,199
Jackson State	(77/78)	6,875	5,205
Mississippi Valley State	(76/77)	3,072	2,280
TWI's			
Delta State	(83/84)	3,769	3,473
Mississippi State	(83/84)	11,256	10,685
Mississippi Univ. Women	(68/69)	2,601	1,573
U. of Mississippi	(78/79)	8,523	7,505
U. of So. Mississippi	(83/84)	10,778	10,686

The following are detailed descriptions of enrollments at each campus.

UNITED STATES' EXHIBIT 836e

TABLE 6

CAMPUS SPACE

(Gross Square Feet)

	1960/61	1964/65	% Inc	1969/70	% Inc	1974/75	% Inc	1979/80	% Inc	1984/85	% Inc	Increase 1960/61 1984/85
TBI'S												
Alcorn State	244,991	509,576	108.0%	818,378	60.6%	1,001,385	22.4%	1,235,159	23.3%	1,234,611	0.0%	989,620
Jackson State	262,022	582,969	122.5%	859,242	47.4%	999,664	16.3%	1,129,882	13.0%	1,372,587	21.5%	1,110,565
Miss. Valley State	309,483	582,359	88.2%	773,558	32.8%	1,139,942	47.4%	1,296,244	13.7%	1,324,007	2.1%	1,014,524
Subtotal TBI'S	816,496	1,674,904		2,451,178		3,140,991		3,661,285		3,931,205		3,114,709
TWI'S												
Delta State	408,369	571,059	39.8%	693,872	21.5%	852,968	22.9%	1,132,725	32.8%	1,090,575	- 3.7%	682,206
Mississippi State	1,729,176	2,964,093	71.4%	3,722,961	25.6%	3,940,355	5.8%	4,788,851	21.5%	5,017,758	4.8%	3,288,582
Miss. Univ Women	687,121	1,068,318	55.5%	1,329,811	24.5%	1,387,931	4.4%	1,544,132	11.3%	1,544,159	0.0%	857,038
Univ. of Miss.	1,805,734	2,305,025	27.7%	2,638,584	14.5%	2,840,161	7.6%	3,573,981	25.8%	3,741,360	4.7%	1,935,626
Univ. So. Miss.	962,953	2,102,083	118.3%	1,991,300	- 5.3%	2,122,591	6.6%	2,822,252	33.0%	2,849,091	1.0%	1,886,138
Subtotal TWI'S	5,593,353	9,010,578		10,376,528		11,144,006		13,861,941		14,242,943		8,649,590
TOTAL	6,409,849	10,685,482		12,827,706		14,284,997		17,523,226		18,174,148		11,764,299

UNITED STATES' EXHIBIT 836f

TABLE 7

CAMPUS SPACE
(Net Assignable Square Feet)

	1969/70	1974/75	% Inc	1979/80	% Inc	1984/85	Increase 1969/70 % Inc	1984/85
TBI'S								
Alcorn State	585,729	878,408	50.0%	1,063,087	21.0%	1,011,925	-4.8%	426,196
Jackson State	563,492	746,787	32.5%	960,874	28.7%	1,110,457	15.6%	546,965
Miss. Valley State	584,214	777,687	33.1%	912,318	17.3%	923,212	1.2%	338,998
Subtotal TBI'S	1,733,435	2,402,882		2,936,279		3,045,594		1,312,159
TWI'S								
Delta State	610,607	683,399	11.9%	900,383	31.8%	817,215	-9.2%	206,608
Mississippi State	2,418,298	2,646,140	9.4%	2,777,780	5.0%	3,106,942	11.8%	688,644
Miss. Univ Women	900,225	941,805	4.6%	1,045,273	11.0%	1,045,273	0.0%	145,048
Univ. of Miss.	1,793,371	1,940,794	8.2%	2,262,304	16.6%	2,261,766	0.0%	468,395
Univ. So. Miss.	1,336,658	1,489,338	11.4%	1,778,132	19.4%	1,798,429	1.1%	461,771
Subtotal TWI'S	7,059,159	7,701,476		8,763,872		9,029,625		1,970,466
TOTAL	8,792,594	10,104,358		11,700,151		12,075,219		3,282,625

UNITED STATES' EXHIBIT 836g

TABLE 8

GROSS SPACE PER FULL-TIME EQUIVALENT

	1960/61	1964/65	1969/70	1974/75	1979/80	1984/85
TBI'S						
Alcorn State	275.27	362.17	343.14	428.86	636.02	561.44
Jackson State	184.26	302.06	202.22	184.95	170.19	246.69
Mississippi Valley State	329.59	365.34	334.87	428.71	496.84	580.70
TBI Average GSF/FTE	263.04	343.19	293.41	347.51	434.35	462.95
TWI'S						
Delta State	444.36	384.03	284.26	320.79	439.04	314.02
Mississippi State	403.54	501.11	465.37	408.03	454.78	469.61
Mississippi Univ Women	466.48	445.69	545.90	584.39	782.63	981.66
Univ. of Mississippi	452.11	506.15	415.33	391.91	425.17	498.58
Univ. So. Mississippi	240.98	389.42	281.58	251.55	314.95	266.62
TWI Average GSF/FTE	401.49	445.28	398.49	391.33	483.31	506.10

UNITED STATES' EXHIBIT 836h

TABLE 8A

GROSS SQUARE FEET PER FULLTIME EQUIVALENT STUDENT, FALL 1980

NET ASSIGNABLE SQUARE FEET PER FULLTIME EQUIVALENT STUDENT, FALL 1980

NET ASSIGNABLE SQUARE FEET PER HEGIS CATEGORY PER FULLTIME EQUIVALENT STUDENT, 1980

	Eight Campuses	Alcorn State	Delta State	Jackson* State	Miss.* State	Miss. Univ. for Women	Miss. Valley State	Univ.* of Miss.	Univ. of* So. Miss. Gulf Park
GSF/FTE Fall 1980	369.1	491.6(3)	430.0(4)	202.7(8)	408.8(5)	850.7(1)	494.8(2)	354.7(6)	281.6(7)
NASF/FTE Fall 1980	253.2	418.5(2)	338.9(4)	135.4(8)	279.0(5)	567.6(1)	352.3(3)	233.9(6)	175.9(7)
NASF/FTE Fall 1980 Excluding Residential	180.9	256.5(2)	252.3(3)	101.1(8)	210.9(5)	441.4(1)	246.3(4)	155.1(6)	123.6(7)
NASF/FTE by Category									
100 Classroom	19.5	20.3	29.6	24.3	15.5	34.3	56.4	11.7	13.5
200 Lab.	34.4	43.4	28.1	17.8	55.1	66.4	34.0	27.3	22.7
300 Office	29.3	35.8	26.0	14.3	42.5	48.6	29.8	26.7	22.8

TABLE 8A – Continued

GROSS SQUARE FEET PER FULLTIME EQUIVALENT STUDENT, FALL 1980
NET ASSIGNABLE SQUARE FEET PER FULLTIME EQUIVALENT STUDENT, FALL 1980
NET ASSIGNABLE SQUARE FEET PER HEGIS CATEGORY PER FULLTIME EQUIVALENT STUDENT, 1980

	Eight Campuses	Alcorn State	Delta State	Jackson* State	Miss.* State	Miss. Univ. for Women	Miss. Valley State	Univ.* of Miss.	Univ. of* So. Miss. Gulf Park
400 Study	12.4	22.0	13.4	10.6	8.6	20.6	10.0	14.7	12.1
500 Special	27.8	37.7	47.8	11.1	36.9	40.5	39.9	18.5	24.3
600 Gen'l	30.6	63.9	63.9	21.1	23.3	90.2	55.0	25.4	16.4
700 Supporting	16.1	31.3	20.0	1.4	19.0	26.5	17.4	20.4	11.3
800 Health Care	2.2	2.1	1.8	0.0	6.6	2.6	1.0	0.7	0.5
900 Residential	72.3	162.0	86.6	34.3	68.1	126.2	106.0	78.8	52.3
1000 Unclassified	8.6	0.0	21.7	0.5	3.4	111.7	2.8	9.7	0.0

* Doctorate and Post-Doctorate Institutions

Number in parentheses denotes ranking of the eight campuses.

D&A 5/81

UNITED STATES' EXHIBIT 836i

Analyses of space per capita requires an overview of patterns during the period 1960/61 to 1984/85 to understand the relationships between enrollment changes and plant additions and avoid distortions at a single year's relative position. However, campus space in 1980/81 is representative of enrollment relative to space for a mature system of eight campuses as a measure of the state's allocation of resources for facilities. The Dober & Associates study based on 1980/81 data provides comparisons of space per capita when enrollments were at or near peaks and only a relatively small proportion of space was later added to the campuses (Table 8a).

The 1980/81 ranking of NASF/FTE excluding residential space illustrates a wide range among IHL campuses (Table 9):

TABLE 9

Non-Residential Space – 1980/81

	NASF/FTE
Mississippi University for Women	441.4
Alcorn State	256.5
Delta State	253.3
Mississippi Valley	246.3
Mississippi State	210.9
University of Mississippi	155.1
University of So. Mississippi	123.6
Jackson State	101.1

Source: Dober & Associates, Inc. Capital Improvements Study, 1981. p. 3-8.

UNITED STATES' EXHIBIT 836j

TABLE 10

STUDENT RESIDENTIAL FACILITIES NUMBER OF BUILDINGS
STUDENT RESIDENTIAL FACILITIES NASF
ORIGINAL DESIGN CAPACITY – BEDS
FALL 1980 ASSIGNMENT – BEDS
PERCENTAGE ASSIGNED BEDS TO TOTAL FTE ENROLLMENT 1981
NUMBER OF OTHER RESIDENTIAL UNITS/NASF FEET OTHER RESIDENTIAL UNITS

	Eight Campuses	Alcorn State	Delta State	Jackson State	Miss. State	Miss. Univ. for Women	Miss. Valley State	Univ. of Miss.	Univ. of* So. Miss. Gulf Park
Number of Student Residential Bldgs. Presently in Use (Fall 1980)	92	8	10	5	17	6	11	22	13
NASF	2,776,418	330,270	196,493	196,314	626,130	171,658	229,820	597,862	427,871
Original Design Capacity – Beds	21,255	2,158	1,507	1,474	4,865	1,190	1,928	4,572	3,561
Assigned Beds – Fall 1980	20,697	1,900	1,361	2,145*	4,703	905	1,946	4,107	3,630
Percentage Assigned Beds to Design Capacity	97%	88%	90%	146%	97%	76%	101%	90%	102%
Percentage Assigned Beds to Total FTE Enrollment Fall 1980	47%	86%	53%	36%	45%	51%	80%	46%	39%

TABLE 10 – Continued

STUDENT RESIDENTIAL FACILITIES NUMBER OF BUILDINGS
STUDENT RESIDENTIAL FACILITIES NASF
ORIGINAL DESIGN CAPACITY – BEDS
FALL 1980 ASSIGNMENT – BEDS
PERCENTAGE ASSIGNED BEDS TO TOTAL FTE ENROLLMENT 1981
NUMBER OF OTHER RESIDENTIAL UNITS/NASF FEET OTHER RESIDENTIAL UNITS

	Eight Campuses	Alcorn State	Delta State	Jackson* State	Miss.* State	Miss. Univ. for Women	Miss. Valley State	Univ.* of Miss.	Univ. of* So. Miss. Gulf Park
Number of Other Residential Units, Sleeping Quarters, Guest Rooms	1,647	71	84	45	298	40	120	480	509**
NASF of Other Residential Units	770,435	38,105	49,886	34,405	178,851	37,208	47,395	215,789	168,796
Residential NASF Now Vacant, Storage, Under Renovation	272,415	16,954	7,825	0	22,354	126,332	0	56,917	42,033

* Jackson State Rents 52 Rooms (104 beds) in a nearby Travelodge for a student dormitory and these beds are not included in this number.

** 212 Beds Gulf Park

D&A 5/81

UNITED STATES' EXHIBIT 836k

TABLE 11

SPACE PER FTE – RESEARCH UNIVERSITIES

	1960/61	1964/65	1969/70	1974/75	1979/80	1984/85
a. GSF/FTE						
Jackson State	184.26	362.17	202.22	184.95	170.19	246.69
TWI'S						
Mississippi State	403.54	501.11	465.37	408.03	454.78	469.61
Univ. of Mississippi	452.11	506.15	415.33	391.91	425.17	498.58
Univ. So. Mississippi	240.98	389.42	281.58	251.55	314.95	266.62
TWI's Average GSF/FTE	365.54	465.56	387.42	350.50	398.30	411.60
b. NASF/FTE						
Jackson State		0.00	132.62	138.17	144.73	199.58
TWI'S						
Mississippi State		0.00	302.29	274.01	263.80	290.78
Univ. of Mississippi		0.00	282.29	267.81	269.13	301.41
Univ. So. Mississippi		0.00	189.01	176.50	198.43	168.30
TWI's Average NASF/FTE		0.00	257.86	239.44	243.79	253.49

UNITED STATES' EXHIBIT 836l

TABLE 12

PLANT INVESTMENT – BOOK VALUE

	1964/65	1969/70	% Inc	1974/75	% Inc	1979/80	% Inc	1984/85	% Inc	Increase 1964/65-1984/85
TBI's										
Alcorn State	$5,825,391	$13,264,688	127.7%	$17,191,666	29.6%	$23,507,789	36.7%	$28,571,886	21.5%	$22,746,495
Jackson State	$6,317,525	$13,063,383	106.8%	$22,986,582	76.0%	$28,593,894	24.4%	$39,841,880	39.3%	$33,524,355
Mississippi Valley State	$6,159,820	$10,106,766	64.1%	$18,478,860	82.8%	$21,097,241	14.2%	$20,940,869	-0.7%	$14,781,049
Subtotal TBI's	$18,302,736	$36,434,837		$58,657,108		$73,198,924		$89,354,635		$71,051,899
TWI'S										
Delta State	$6,122,498	$11,910,688	94.5%	$17,659,705	48.3%	$24,387,541	38.1%	$28,704,010	17.7%	$22,582,512
Mississippi State	$37,143,358	$54,294,398	46.2%	$75,967,861	39.9%	$87,084,050	14.6%	$107,404,296	23.3%	$70,260,938
Mississippi Univ Women	$11,375,822	$17,378,985	52.8%	$22,554,538	29.8%	$25,573,290	13.4%	$27,107,857	6.0%	$15,732,035
Univ of Mississippi	$27,295,416	$41,843,920	53.3%	$53,793,153	28.6%	$62,946,258	17.0%	$72,365,781	15.0%	$45,070,365
Univ So Mississippi	$17,792,087	$24,837,396	39.6%	$27,376,726	10.2%	$37,377,651	36.5%	$52,192,020	39.6%	$34,399,933
Subtotal TWI's	$99,729,181	$150,265,387		$197,351,978		$237,368,790		$287,774,964		$188,045,783
TOTAL	118,031,917	186,700,244		256,009,086		310,567,714		377,129,599		259,097,682

UNITED STATES' EXHIBIT 836m

TABLE 13

PLANT INVESTMENT – REPLACEMENT VALUE

	1964/65	1969/70	% Inc	1974/75	% Inc	1979/80	% Inc	1984/85	% Inc	Increase 1964/65-1984/85
TBI's										
Alcorn State	$10,701,096	$21,277,828	98.8%	$35,048,475	64.7%	$38,150,443	8.9%	$49,915,240	30.8%	$39,214,144
Jackson State	$12,242,349	$22,340,292	82.5%	$34,988,240	56.6%	$56,798,630	62.3%	$74,315,678	30.8%	$62,073,329
Mississippi Valley State	$12,229,539	$20,112,508	64.5%	$39,987,970	98.8%	$40,787,478	2.0%	$43,837,040	7.5%	$31,607,501
Subtotal TBI's	$35,172,984	$63,730,628		$110,024,685		$135,736,551		$168,067,958		$132,894,974
TWI'S										
Delta State	$11,992,239	$18,040,762	50.4%	$29,853,880	65.5%	$30,433,500	1.9%	$63,169,993	107.6%	$51,177,754
Mississippi State	$62,245,953	$96,796,986	55.5%	$137,912,250	42.5%	$246,904,315	79.0%	$305,721,970	23.8%	$243,476,017
Mississippi Univ Women	$22,434,678	$34,575,086	54.1%	$48,577,585	40.5%	$61,086,546	25.8%	$63,485,898	3.9%	$41,051,220
Univ. of Mississippi	$48,405,525	$68,603,184	41.7%	$99,405,184	44.9%	$121,799,304	22.5%	$199,526,432	63.8%	$151,120,907
Univ. So. Mississippi	$44,143,743	$51,773,800	17.3%	$74,290,685	43.5%	$106,562,878	43.4%	$120,193,938	12.8%	$76,050,195
Subtotal TWI's	$189,222,138	$269,789,818		$390,040,035		$566,786,543		$752,098,231		$562,876,093
TOTAL	224,395,122	333,520,446		500,064,720		702,523,094		920,166,189		695,771,067

UNITED STATES' EXHIBIT 836n

TABLE 14

PLANT INVESTMENT – BOOK VALUE PER FTE

	1964/65	1969/70	1974/75	1979/80	1984/85
TBI's					
Alcorn State	$4,140	$5,562	$7,363	$12,105	$12,993
Jackson State	$3,273	$3,074	$4,253	$4,307	$7,161
Mississippi Valley State	$3,864	$4,375	$6,950	$8,086	$9,185
TBI Average	$3,759	$4,337	$6,188	$8,166	$9,779
TWI'S					
Delta State	$4,117	$4,879	$6,641	$9,453	$8,265
Mississippi State	$6,280	$6,787	$7,867	$8,270	$10,052
Mississippi Univ Women	$4,746	$7,134	$9,497	$12,962	$17,233
Univ. of Mississippi	$5,994	$6,586	$7,423	$7,488	$9,644
Univ. So. Mississippi	$3,296	$3,512	$3,244	$4,171	$4,884
TWI Average	$4,887	$5,780	$6,934	$8,469	$10,016

UNITED STATES' EXHIBIT 836o

TABLE 15

PLANT INVESTMENT – REPLACEMENT VALUE PER FTE

	1964/65	1969/70	1974/75	1979/80	1984/85
TBI's					
Alcorn State	$7,606	$8,922	$15,010	$19,645	$22,699
Jackson State	$6,343	$5,258	$6,473	$8,555	$13,357
Mississippi Valley State	$7,672	$8,707	$15,039	$15,633	$19,227
TBI Average	$7,207	$7,629	$12,174	$14,611	$18,427
TWI'S					
Delta State	$8,065	$7,391	$11,227	$11,796	$18,189
Mississippi State	$10,523	$12,100	$14,281	$23,448	$28,612
Mississippi Univ Women	$9,359	$14,193	$20,454	$30,961	$40,360
Univ. of Mississippi	$10,629	$10,799	$13,717	$14,490	$26,589
Univ. So. Mississippi	$8,178	$7,321	$8,804	$11,892	$11,248
TWI Average	$9,351	$10,361	$13,697	$18,517	$25,000

UNITED STATES' EXHIBIT 836p

TABLE 16

PLANT INVESTMENT – RESEARCH UNIVERSITIES VALUE PER FTE

	1964/65	1969/70	1974/75	1979/80	1984/85
a. Book Value/FTE					
TBI					
Jackson State	$3,273	$3,074	$4,253	$4,307	$7,161
TWI'S					
Mississippi State	$6,280	$6,787	$7,867	$8,270	$10,052
Univ. of Mississippi	$5,994	$6,586	$7,423	$7,488	$9,644
Univ. So. Mississippi ...	$3,296	$3,512	$3,244	$4,171	$4,884
TWI'S AVERAGE/FTE	$5,190	$5,628	$6,178	$6,643	$8,193
b. Replacement Value/FTE					
TBI					
Jackson State	$6,343	$5,258	$6,473	$8,555	$13,357
TWI'S					
Mississippi State	$10,523	$12,100	$14,281	$23,448	$28,612
Univ. of Mississippi	$10,629	$10,799	$13,717	$14,490	$26,589
Univ. So. Mississippi ...	$8,178	$7,321	$8,804	$11,892	$11,248
TWI'S AVERAGE/FTE	$9,777	$10,073	$12,267	$16,610	$22,150

UNITED STATES' EXHIBIT 836q

TABLE 17

PLANT INVESTMENT – EQUIPMENT PER FTE
1964/65, 1969/70, 1974/75, 1979/80

	1964/65	$/FTE	1969/70	$/FTE	1974/75	$/FTE	1979/80	$ FTE	Increase 1964/65-1979/80
TBI'S									
Alcorn State	$895,998	$637	$1,354,173	$568	$2,432,439	$1,042	$4,135,872	$2,130	$3,239,874
Mississippi Valley State	$437,526	$74	$1,526,444	$661	$1,836,825	$691	$2,886,964	$1,107	$2,449,438
Jackson State	$763,178	$395	$960,905	$226	$2,346,008	$434	$3,443,607	$519	$2,680,429
TBI'S Subtotal	$2,096,702		$3,841,522		$6,615,272		$10,466,443		$8,369,741
TWI'S									
Delta State	$822,182	$553	$1,212,501	$497	$1,794,201	$675	$6,368,442	$2,468	$5,546,260
Mississippi State	$6,045,169	$1,022	$9,520,294	$1,190	$17,395,362	$1,801	$29,087,006	$2,762	$23,041,837
Mississippi Univ. Women	$1,498,303	$625	$1,751,336	$719	$2,329,415	$981	$3,636,916	$1,843	$2,138,613
Univ. of Mississippi	$4,881,060	$1,072	$7,694,027	$1,211	$13,973,551	$1,928	$21,076,932	$2,507	$16,195,872
Univ. So. Mississippi	$2,970,892	$550	$5,569,007	$787	$11,535,432	$1,367	$19,162,351	$2,138	$16,191,459
TWI'S Subtotal	$16,217,606		$25,747,165		$47,027,961		$79,331,647		$63,114,041
TOTAL	$18,314,308		$29,588,687		$53,643,233		$89,798,090		$71,483,782

UNITED STATES' EXHIBIT 836r

TABLE 18

PLANT INVESTMENT – EQUIPMENT PER FTE
RESEARCH UNIVERSITIES

	1964/65	$/FTE	1969/70	$/FTE	1974/75	$/FTE	1979/80	$/FTE	Increase 1964/65-1979/80
IBL									
Jackson State	$763,178	$395	$960,905	$226	$2,346,008	$434	$3,443,607	$519	$2,680,429
TWTS									
Mississippi State	$6,045,169	$1,022	$9,520,294	$1,190	$17,395,362	$1,801	$29,087,006	$2,762	$23,041,837
Univ. of Mississippi	$4,881,060	$1,072	$7,694,027	$1,211	$13,973,551	$1,928	$21,076,932	$2,507	$16,195,872
Univ. So. Mississippi	$2,970,892	$550	$5,569,007	$787	$11,535,432	$1,367	$19,162,351	$2,138	$16,191,459
TWTS Average	$13,897,121		$22,783,328		$42,904,345		$69,326,289		$55,429,168

UNITED STATES' EXHIBIT 874

CHAPTER 2
ACT Score and High School Grade Norms

In this chapter, statistical summary tables are given for the ACT test scores and high school grades of various subgroups of enrolled 1984-85 freshmen. These subgroups are defined by the region, type, and control of the college at which the students enrolled and by the students' sex, age, race, family income, planned educational major, and possession of physical handicap. Some of the differences among subgroups in their average ACT test scores and high school grades are briefly described below.

Sex

Men students generally have higher average scores than women on the ACT mathematics, social studies, and natural sciences test but lower average scores than women on the English test. This is true not only for the total population of men and women but also for most subgroups. Nationally, men average 2.5 ACT score units higher than women on the mathematics test, 2.5 units higher on the natural sciences test, and 1.5 units higher on the social studies test. Nationally, women average about 1.2 units higher than men on the English test.

Men students generally have lower self-reported high school grades than do women in all four subject areas. With few exceptions, this is true of subgroups defined by region, control, and type of student. Nationally, men average .08 to .13 grade units lower than women in mathematics, social studies, and natural sciences, and .33 grade units lower in English.

Age

Freshmen who were 17-19 years old when enrolled had significantly higher ACT scores in all four areas than older students. The average ACT Composite score of students 17-19 years old at matriculation is 19.2. For students 20-25, the average ACT Composite is 14.9; for students 26-35, it is 15.8; and for students 36 or older, it is 15.1.

A similar pattern is true of high school grades. The average high school average for students 17-19 years old at matriculation is 2.99. For students 20-25, it is 2.60; for students 26-35, it is 2.53, and for students 36 years or older, it is 2.61.

Family Income

All four ACT scores steadily increase, on the average, as family income increases. Mean scores for students with family incomes under $12,000 are 16.4 in English, 14.6 in mathematics, 15.2 in social studies, and 18.9 in natural sciences. Mean scores for students with family incomes above $24,000 are 19.5 in English, 19.5 in mathematics, 19.1 in social studies, and 22.7 in natural sciences. The average ACT scores for students who consider the family's income confidential are 18.4 in English, 17.7 in mathematics, 17.6 in social studies, and 21.4 in natural sciences.

High school grades also tend to increase with family income. Average English grades range from 2.93 for students with incomes under $12,000 to 3.09 for students in the highest income category. High school math grades increased from 2.73 for students in the lowest income category to 2.82 for students in the highest. Social studies grades vary from 3.03 to 3.20; natural sciences grades, from 2.86 to 2.99.

Racial-Ethnic Background

There are marked differences among the racial-ethnic groups in their average ACT scores. Students who identified themselves as Caucasian-American/White have the highest average scores, with an average Composite of 19.9. The next highest average scores are those of Asian-Americans, with an average Composite of 19.2. The average Composite score for students of Puerto Rican/Cuban/Hispanic Origin is 16.7; for American Indians/Alaskan Natives, it is 15.3; for Mexican-Americans/Chicanos, 14.6; and for Afro-Americans/Blacks, 13.0. Students with "Other" racial-ethnic backgrounds have an average Composite of 16.7. Those who chose not to identify their racial-ethnic background average 17.0. Within each racial-ethnic background, there is considerable variation among the four test scores.

Similar variation among racial-ethnic groups is apparent in the high school grades. Asian students have the highest average high school average, 3.17; whites, the next highest, 3.02. The average high school average for Chicanos is 2.84; for American Indians, 2.82; for Puerto Ricans/Cubans, 2.82, and for Blacks, 2.63. Within each racial-ethnic group, the average mathematics grade is the lowest and average social studies grade is the highest.

Handicapped Students

Norms are also presented for students who indicated in Item 8 of the Student Profile Section that they have a physical handicap or disability that may require special services or provisions from the college they attend. Of the 429,400 students in the enrolled Class Profile population, about 3,140 responded affirmatively to this item. It should be noted that some of these students might have handicaps that would have little influence on their ability to perform

on the test; therefore, the results may not be representative of persons with severe handicaps (e.g., blindness) that could affect their performance on the test.

ACT does administer special versions of the ACT Assessment (in Braille, large type, and audio media) to students who require them. Norms for these specially-tested students were reported by Laing and Farmer (1984).[2]

The average ACT Composite scores of students who identified themselves as handicapped on the Student Profile Section are about 2.4 units lower than those of the general population. The self-reported high school grades are also somewhat lower for handicapped students by about .17 grade units.

College Type and Control

ACT scores of students enrolled in 2-year colleges average 15.8 in English, 13.3 in mathematics, 14.4 in social studies, 18.4 in natural sciences, and 15.6 on the Composite. Freshmen in private 2-year colleges have somewhat higher ACT scores than freshmen in public 2-year colleges; for example, the former group has an average ACT Composite score of 16.5, and the latter group has an average ACT Composite score of 15.5.

Students enrolled in public 4-year colleges have an average ACT Composite of 17.6; those enrolled in public master's level colleges have an average Composite of 17.4; those enrolled in public PhD level colleges have an average Composite of 20.7.

The average ACT Composite of students enrolled in private 4-year colleges is 19.8; for students enrolled in

---

[2] J. Laing and M. Farmer, *Use of the ACT Assessment by Examinees With Disabilities* (ACT Research Report No. 84), Iowa City, Iowa: The American College Testing Program, 1984.

private master's level colleges, it is 19.4; for those enrolled in private PhD level colleges, it is 22.8. These orderings are uniform across all subtests.

The mean self-reported high school grades for students in 2-year colleges are 2.78 in English, 2.54 in mathematics, 2.84 in social studies, and 2.70 in natural sciences.

The averages for 4-year college students are 3.08 in English, 2.82 in mathematics, 3.18 in social studies, and 2.95 in natural sciences.

The high school grades of students in private 2-year colleges average about 0.09 grade units higher than those of students in public 2-year colleges. Students in private 4-year colleges have high school grades that are about .19 grade units higher, on the average, than those of students in public 4-year colleges.

There are also differences in self-reported high school grades among students enrolled in public and private master's level colleges. In English, students average about 2.94 (public) versus 3.05 (private); in mathematics, 2.67 and 2.86; in social studies, 3.04 and 3.19; in natural sciences, 2.84 and 2.98.

The self-reported high school grades of students enrolled in PhD level colleges average about .17 grade units higher than those of students enrolled in master's level colleges. Students in the private PhD level colleges also have considerably higher average self-reported grades (3.27) than those in the public PhD level colleges (3.06).

Region of College

The mean ACT Composite scores by region are: Southwest (16.4); Southeast (17.7); Eastern (18.7); and Midwest, Mountains/Plains and Western (19.7-19.9). It should be kept in mind that these differences may reflect

the under-representation of Western and Eastern colleges among ACT users.

Somewhat different regional patterns exist among the high school grades. Mean HSAs by region are: Eastern (2.86); Southwest (2.89); Southeast (2.91); Midwest (2.98); Western (3.03); and Mountains/Plains (3.05).

UNITED STATES' EXHIBIT 879

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY WHITE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	FIRST-TIME FRESHMEN				
	Black	White	Total Head-count	%B	%W
DSU	46	440	486	9.5%	90.5%
MSU	226	2,011	2,237	10.1%	89.9%
MUW	50	230	280	17.9%	82.1%
UM	110	1,549	1,692	6.5%	91.5%
USM*	162	989	1,289	12.6%	76.7%
UMMC**					
Total	594	5,219	5,984	9.9%	87.2%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 879 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY WHITE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	UNDERGRADUATE				
	Black	White	Total Head-count	%B	%W
DSU	466	2,236	2,707	17.2%	82.6%
MSU	1,120	8,814	9,934	11.3%	88.7%
MUW	307	1,429	1,757	17.5%	81.3%
UM	586	7,116	7,924	7.4%	89.8%
USM*	1,207	8,586	10,191	11.8%	84.3%
UMMC**					
Total	3,686	28,181	32,513	11.3%	86.7%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 879 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY WHITE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	GRADUATE				
	Black	White	Total Head-count	%B	%W
DSU	276	288	564	48.9%	51.1%
MSU	142	1,455	1,597	8.9%	91.1%
MUW	10	88	98	10.2%	89.8%
UM	96	893	1,118	8.6%	79.9%
USM*	259	2,082	2,471	10.5%	84.3%
UMMC**					
Total	783	4,806	5,848	13.4%	82.2%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 879 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY WHITE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	PROFESSIONAL				
	Black	White	Total Head-count	%B	%W
DSU					
MSU	2	124	126	1.6%	98.4%
MUW					
UM	29	465	494	5.9%	94.1%
USM*					
UMMC**	111	1,514	1,680	6.6%	90.1%
Total	142	2,103	2,300	6.2%	91.4%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 880

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1985-86

	FIRST-TIME FRESHMEN				
	Black	White	Total Head-count	%B	%W
ASU	451	36	487	92.6%	7.4%
DSU	95	445	540	17.6%	82.4%
JSU	–	–	1,095	//	//
MSU	316	2,035	2,351	13.4%	86.6%
MUW	–	–	324	//	//
MVSU	421	2	423	99.5%	0.5%
UM	78	1,549	1,664	4.7%	93.1%
USM*	191	927	1,173	16.3%	79.0%
UMMC**					
Total	//	//	8,057	//	//

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

// Unable to determine.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 880 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1985-86

	UNDERGRADUATE				
	Black	White	Total Head-count	%B	%W
ASU	2,191	99	2,290	95.7%	4.3%
DSU	512	2,399	2,911	17.6%	82.4%
JSU	4,845	84	5,271	91.9%	1.6%
MSU	1,119	8,823	9,942	11.3%	88.7%
MUW	350	1,622	1,979	17.7%	82.0%
MVSU	2,089	11	2,103	99.3%	0.5%
UM	436	6,657	7,354	5.9%	90.5%
USM*	1,438	8,796	10,770	13.4%	81.7%
UMMC**					
Total	12,980	28,491	42,620	30.5%	66.8%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

// Unable to determine.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 880 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1985-86

	GRADUATE				
	Black	White	Total Head-count	%B	%W
ASU	217	9	226	96.0%	4.0%
DSU	124	345	473	26.2%	72.9%
JSU	681	154	1,154	59.0%	13.3%
MSU	131	1,590	1,721	7.6%	92.4%
MUW	8	51	60	13.3%	85.0%
MVSU	29	1	30	96.7%	3.3%
UM	87	834	1,166	7.5%	71.5%
USM*	178	1,886	2,210	8.1%	85.3%
UMMC**					
Total	1,455	4,870	7,040	20.7%	69.2%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

// Unable to determine.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 880 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1985-86

	PROFESSIONAL				
	Black	White	Total Head-count	%B	%W
ASU					
DSU					
JSU					
MSU	2	110	112	1.8%	98.2%
MUW					
MVSU					
UM	24	459	484	5.0%	94.8%
USM*					
UMMC**	139	1,412	1,551	9.0%	91.0%
Total	165	1,981	2,147	7.7%	92.3%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

// Unable to determine.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 881

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY WHITE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	FIRST-TIME FRESHMEN				
	Black	White	Total Head-count	%B	%W
DSU	46	440	486	9.5%	90.5%
MSU	226	2,011	2,237	10.1%	89.9%
MUW	50	230	280	17.9%	82.1%
UM	110	1,549	1,692	6.5%	91.5%
USM*	162	989	1,289	12.6%	76.7%
UMMC**					
Total	594	5,219	5,984	9.9%	87.2%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 881 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY WHITE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	UNDERGRADUATE				
	Black	White	Total Head-count	%B	%W
DSU	466	2,236	2,707	17.2%	82.6%
MSU	1,120	8,814	9,934	11.3%	88.7%
MUW	307	1,429	1,757	17.5%	81.3%
UM	586	7,116	7,924	7.4%	89.8%
USM*	1,207	8,586	10,191	11.8%	84.3%
UMMC**					
Total	3,686	28,181	32,513	11.3%	86.7%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 881 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY WHITE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

GRADUATE

	Black	White	Total Head-count	%B	%W
DSU	276	288	564	48.9%	51.1%
MSU	142	1,455	1,597	8.9%	91.1%
MUW	10	88	98	10.2%	89.8%
UM	96	893	1,118	8.6%	79.9%
USM*	259	2,082	2,471	10.5%	84.3%
UMMC**					
Total	783	4,806	5,848	13.4%	82.2%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

– Institution indicated that these figures were unavailable.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 881 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY WHITE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	PROFESSIONAL				
	Black	White	Total Head-count	%B	%W
DSU					
MSU	2	124	126	1.6%	98.4%
MUW					
UM	29	465	494	5.9%	94.1%
USM*					
UMMC**	111	1,514	1,680	6.6%	90.1%
Total	142	2,103	2,300	6.2%	91.4%

* Represents combined full-time equivalent enrollment because headcount enrollment was not provided for this institution.

** Represents black student enrollment for Schools of Medicine and Dentistry only.

. – Institution indicated that these figures were unavailable.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 883

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY BLACK PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	FIRST-TIME FRESHMEN				
	Black	White	Total Head-count	%B	%W
ASU	421	32	453	92.9%	7.1%
JSU	–	–	1,095	//	//
MVSU	461	0	461	100.0%	0.0%
Total	//	//	2,009	//	//

– Institution indicated that these figures were unavailable.

// Unable to determine.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 883 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY BLACK PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

UNDERGRADUATE

	Black	White	Total Head-count	%B	%W
ASU	2,171	79	2,250	96.5%	3.5%
JSU	5,087	43	6,163	82.5%	0.7%
MVSU	2,373	0	2,373	100.0%	0.0%
Total	9,631	122	10,786	89.3%	1.1%

– Institution indicated that these figures were unavailable.

// Unable to determine.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 883 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY BLACK PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	GRADUATE				
	Black	White	Total Head-count	%B	%W
ASU	155	13	168	92.3%	7.7%
JSU	771	25	796	96.9%	3.1%
MVSU	102	0	102	100.0%	0.0%
Total	1,028	38	1,066	96.4%	3.6%

– Institution indicated that these figures were unavailable.

// Unable to determine.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 883 – Continued

TOTAL FIRST-TIME FRESHMEN, UNDERGRADUATE, GRADUATE AND PROFESSIONAL HEADCOUNT STUDENT ENROLLMENT BY RACE IN MISSISSIPPI'S HISTORICALLY BLACK PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1981-82

	PROFESSIONAL				
	Black	White	Total Head-count	%B	%W
ASU					
JSU					
MVSU					
Total					

– Institution indicated that these figures were unavailable.

// Unable to determine.

Source: Student Enrollment Information provided in Response to U.S.' 5th Set of Interrogatories, Nos. 1, 2, 3, and 4.

UNITED STATES' EXHIBIT 893i

1985-86 BLACK ACT TESTED MISSISSIPPI GRADUATES

TABLE 1.1 DISTRIBUTIONS OF ACT SCORE FREQUENCIES, PERCENTILE RANKS, AND PERCENTAGES FOR MEN AND WOMEN COMBINED (TOTAL)

Std	ACT English		ACT Mathematics		ACT Social Stu.		ACT Natural Sci.		ACT Composite	
Score	Freq	PR	Freq	PR	Freq	PR	Freq	PR	Freq	PR
36	0	99	0	99	0	99	0	99	0	99
35	0	99	0	99	0	99	0	99	0	99
34	0	99	0	99	0	99	1	99	0	99
33	0	99	2	99	1	99	2	99	0	99
32	1	99	1	99	4	99	3	99	0	99
31	1	99	2	99	5	99	7	99	0	99
30	3	99	1	99	7	99	21	99	2	99
29	4	99	3	99	9	99	15	99	4	99
28	9	99	10	99	17	99	27	99	7	99
27	22	99	14	99	17	99	23	99	13	99
26	28	99	33	99	50	98	51	98	26	99
25	34	98	35	98	29	98	56	96	34	99
24	65	97	42	98	54	97	86	95	31	98
23	113	96	89	96	85	95	124	93	55	97
22	171	93	51	95	72	94	138	90	77	96
21	195	89	105	93	86	92	131	88	117	94
20	292	84	88	91	102	90	125	85	129	92
19	209	79	71	90	101	88	190	82	130	89
18	331	74	113	88	117	86	439	76	149	86
17	278	68	137	86	109	84	392	68	195	83
16	354	62	160	83	165	81	366	60	247	78
15	303	55	83	80	109	79	423	52	287	73
14	312	49	182	78	131	76	444	44	318	67
13	347	43	242	73	312	72	401	36	368	60
12	340	36	249	69	246	66	412	28	401	53
11	280	30	206	64	289	61	249	21	460	44
10	400	23	149	61	442	54	205	17	486	35
9	236	17	366	56	460	45	246	12	437	26
8	190	13	394	48	481	36	227	7	424	17

UNITED STATES' EXHIBIT 893i – Continued

1985-86 BLACK ACT TESTED MISSISSIPPI GRADUATES

TABLE 1.1 DISTRIBUTIONS OF ACT SCORE FREQUENCIES, PERCENTILE RANKS, AND PERCENTAGES FOR MEN AND WOMEN COMBINED (TOTAL)

Std	ACT English		ACT Mathematics		ACT Social Stu.		ACT Natural Sci.		ACT Composite	
Score	Freq	PR	Freq	PR	Freq	PR	Freq	PR	Freq	PR
7	111	10	295	41	280	28	158	4	342	10
6	132	7	306	35	399	21	68	1	198	5
5	167	4	304	29	318	14	18	1	86	2
4	92	2	318	23	206	9	14	0	34	1
3	36	1	224	18	197	5	2	0	8	0
2	8	0	201	14	84	2	1	0	1	0
1	2	0	590	6	82	1	1	0	0	1
	PERCENTAGES OF STUDENTS IN VARIOUS TEST SCORE INTERVALS									
26-36	68	1	66	1	110	2	150	3	52	1
21-25	578	11	322	6	326	6	535	11	314	6
16-20	1464	29	569	11	594	12	1512	30	850	17
1-15	2956	59	4109	81	4036	80	2869	57	3850	76
mean	14.2		9.4		10.8		15.0		12.5	
S.D.	5.3		6.5		5.9		4.9		4.7	

Number of students – 5066

UNITED STATES' EXHIBIT 893j

1985-86 CAUCASIAN ACT TESTED MISSISSIPPI GRADUATES

TABLE 1.1 DISTRIBUTIONS OF ACT SCORE FREQUENCIES, PERCENTILE RANKS, AND PERCENTAGES FOR MEN AND WOMEN COMBINED (TOTAL)

Std	ACT English		ACT Mathematics		ACT Social Stu.		ACT Natural Sci.		ACT Composite	
Score	Freq	PR	Freq	PR	Freq	PR	Freq	PR	Freq	PR
36	0	99	18	99	0	99	0	99	0	99
35	0	99	11	99	0	99	16	99	0	99
34	0	99	26	99	6	99	35	99	2	99
33	30	99	28	99	32	99	90	99	7	99
32	19	99	49	99	70	99	170	98	31	99
31	48	99	41	99	107	99	327	96	51	99
30	39	99	39	98	161	97	307	93	99	99
29	144	98	93	98	222	96	247	90	136	98
28	150	97	205	96	211	94	312	88	213	96
27	275	95	221	94	199	92	337	85	310	94
26	322	92	399	92	420	89	508	81	325	91
25	322	89	373	88	357	86	558	77	411	88
24	617	85	417	85	497	82	598	71	508	84
23	811	79	598	80	589	77	690	66	533	79
22	931	71	373	76	427	73	607	60	604	74
21	1027	62	600	72	471	69	572	55	614	69
20	1085	53	438	67	514	64	376	50	656	63
19	581	46	451	63	421	60	606	46	657	57
18	793	39	512	59	452	56	1004	39	734	51
17	664	33	503	54	446	52	761	31	706	44
16	733	27	509	50	463	48	620	25	738	38
15	504	21	256	46	354	44	561	20	770	31
14	401	17	542	43	395	41	480	15	581	25
13	436	13	555	38	622	37	400	11	579	20
12	341	10	551	33	547	31	337	8	532	15
11	249	7	485	28	529	27	174	6	452	11
10	252	5	183	25	680	21	152	4	365	7
9	140	3	545	22	555	16	155	3	255	4
8	89	2	502	17	525	11	135	1	173	2

UNITED STATES' EXHIBIT 893j – Continued

1985-86 CAUCASIAN ACT TESTED MISSISSIPPI GRADUATES

TABLE 1.1 DISTRIBUTIONS OF ACT SCORE FREQUENCIES, PERCENTILE RANKS, AND PERCENTAGES FOR MEN AND WOMEN COMBINED (TOTAL)

Std Score	ACT English Freq	ACT English PR	ACT Mathematics Freq	ACT Mathematics PR	ACT Social Stu. Freq	ACT Social Stu. PR	ACT Natural Sci. Freq	ACT Natural Sci. PR	ACT Composite Freq	ACT Composite PR
7	70	2	358	14	252	7	51	1	112	1
6	84	1	306	11	303	5	29	0	53	0
5	46	0	292	8	161	3	5	0	17	0
4	21	0	205	6	119	2	3	0	5	0
3	5	0	141	4	80	1	3	0	0	1
2	0	1	135	3	24	0	3	0	0	1
1	0	1	268	1	18	0	0	1	0	1
PERCENTAGES OF STUDENTS IN VARIOUS TEST SCORE INTERVALS										
26-36	1027	9	1130	10	1428	13	2349	21	1174	10
21-25	3708	33	2361	21	2341	21	3025	27	2670	24
16-20	3856	34	2413	21	2296	20	3367	30	3491	31
1-15	2638	23	5325	47	5164	46	2488	22	3894	35
mean	19.0		15.8		16.7		20.3		18.1	
S.D.	5.1		7.5		7.1		6.0		5.6	

Number of students – 11,229

UNITED STATES' EXHIBIT 894i

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
4			1	1	1		1	1	5 .10
5	1	2	4	6	4				17 .2
6	1	4	26	8	9	3		2	53 .5
7	3	16	30	34	18	4	1	6	112 1.0
8	8	12	69	46	20	13	2	3	173 1.5
9	4	26	82	86	33	17	2	5	255 2.3

UNITED STATES' EXHIBIT 894i – Continued

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
10	6	27	92	132	57	44	1	6	365
									3.3
11	4	19	94	197	63	64	4	7	452
									4.0
12	2	25	118	194	95	76	14	8	532
									4.7
13	3	19	104	203	119	97	22	12	579
									5.2
14	1	19	91	160	135	140	24	11	581
									5.2
15	1	21	115	225	177	177	39	15	770
									6.9
16	1	21	102	204	173	186	41	10	738
									6.6

UNITED STATES' EXHIBIT 894i – Continued

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
17		11	72	199	143	221	49	11	706 6.3
18	2	12	68	190	176	211	65	10	734 6.5
19		3	55	135	153	230	73	8	657 5.9
20	2	5	48	126	137	231	98	9	656 5.8
21	2	2	30	94	122	244	109	11	614 5.5
22		4	29	92	111	234	132	2	604 5.4
23		4	20	71	91	206	137	4	533 4.7

UNITED STATES' EXHIBIT 894i – Continued

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
24	1		15	48	74	203	164	3	508
									4.5
25		2	6	34	54	171	140	4	411
									3.7
26	1	2	4	14	36	114	152	2	325
									2.9
27			2	12	33	97	165	1	310
									2.8
28				5	19	77	109	3	213
									1.9
29				3	5	30	97	1	136
									1.2
30			1	1	3	14	79	1	99
									.9

UNITED STATES' EXHIBIT 894i – Continued

WHITE 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
31					1	9	41		51
									.5
32						4	27		31
									.3
33							7		7
									.1
34							2		2
									.0
Column Total	43	256	1278	2520	2062	3117	1797	156	11229
	.4	2.3	11.4	22.4	18.4	27.8	16.0	1.4	100.0

Number of missing observations – 2

UNITED STATES' EXHIBIT 894j

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
2			1						1 .0
3			2	4		2			8 .2
4	1	4	11	11	3	3	1		34 .7
5	1	15	22	27	11	3		2	86 1.7
6	2	15	62	80	21	12	1	5	198 3.9
7	4	31	88	124	50	39	1	5	342 6.8
8	1	24	97	174	67	53	1	7	424 8.4

UNITED STATES' EXHIBIT 894j – Continued

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
9	3	21	93	160	81	59	8	12	437 8.6
10	2	21	98	173	89	90	9	4	486 9.6
11	3	8	64	192	90	85	10	8	460 9.1
12	1	15	64	122	85	94	14	6	401 7.9
13	1	5	42	109	89	94	19	9	368 7.3
14	1	4	33	93	77	95	14	1	318 6.3
15		3	25	78	68	86	20	7	287 5.7

UNITED STATES' EXHIBIT 894j – Continued

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
16		4	17	56	67	83	18	2	247 4.9
17	2	1	11	48	37	71	23	2	195 3.8
18		3	1	26	25	62	30	2	149 2.9
19		1	4	26	20	49	28	2	130 2.6
20		3	4	10	21	52	38	1	129 2.5
21			6	7	12	61	28	3	117 2.3
22		1	1	5	12	31	26	1	77 1.5

UNITED STATES' EXHIBIT 894j – Continued

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
23			1	4	8	21	21		55
									1.1
24				3	4	10	14		31
									.6
25				5	5	13	11		34
									.7
26				1	3	12	10		26
									.5
27					2	5	6		13
									.3
28					1	2	4		7
									.1

UNITED STATES' EXHIBIT 894j – Continued

BLACK 1985-86 ACT-TESTED MS GRADUATES HSGPA BY ACT COMP SCORE
UNIVERSITY OF IOWA IBM 4381 OS MVS

CROSS TABULATION OF
ACTC BY HSGPA

Count / ACTC	HSGPA 0.5-0.9 1	1.0-1.4 2	1.5-1.9 3	2.0-2.4 4	2.5-2.9 5	3.0-3.4 6	3.5-4.0 7	Else 8	Row Total
29							4		4
									.1
30							2		2
									.0
Column Total	22	179	752	1538	948	1187	361	79	5066
	.4	3.5	14.8	30.4	18.7	23.4	7.1	1.6	100.0

Number of missing observations – 0

UNITED STATES' EXHIBIT 896

TABLE 1

Summary Statistics for ACT-Tested Black and White Students Mississippi 1981-82 through 1985-86

	Black Students		White Students	
Year	N	Mean Composite Score	N	Mean Composite Score
1981-82	7,493	11.6	15,372	17.5
1982-83	7,688	11.5	15,080	17.3
1983-84	7,832	11.8	16,424	17.5
1984-85	7,843	11.9	17,703	17.9
1985-86	8,074	12.6	18,905	18.2

Source: Maxey's Deposition Exhibits Nos. 7 through 16 for Black and White ACT-Tested Miss. High School Students.

UNITED STATES' EXHIBIT 897

TABLE 1a

Selected Summary Statistics for ACT-Tested High School Graduates Mississippi 1981-82 through 1985-86

	Black Graduates		White Graduates	
Year	N	Mean Composite	N	Mean Composite
1981-82	5,403	11.5	11,850	17.5
1982-83	5,544	11.3	10,771	17.3
1983-84	5,543	11.6	10,826	17.3
1984-85	5,320	11.7	11,150	17.6
1985-86	5,066	12.5	11,299	18.1

Source: Maxey's Deposition Exhibits Nos. 17 through 26 for Black and White ACT-Tested Miss. Graduates.

UNITED STATES' EXHIBIT 899

Table 2a

Percentage of ACT-Tested Graduates with Composite Scores In Various Score Intervals
Mississippi 1981-82 through 1985-86

ACT Composite Score Interval	1981-82		1982-83		1983-84		1984-85		1985-86	
	Black	White	Black	White	Black	White	Black	White	Black	White
	%	%	%	%	%	%	%	%	%	%
15-35	20.2	67.8	21.4	66.3	23.5	65.7	23.4	68.8	29.7	72.2
1-14	79.8	32.2	78.6	33.7	76.5	34.3	76.6	31.2	70.3	27.8
13-35	31.5	79.3	32.1	77.3	34.4	77.2	34.6	79.7	43.2	82.5
1-12	68.5	20.7	67.9	22.7	65.6	22.8	65.4	20.3	56.8	17.5
9-14	55.5	29.1	50.4	30.1	49.7	30.0	50.6	27.5	48.8	24.6
9-12	44.2	17.6	39.8	19.0	38.8	18.5	39.3	16.6	35.2	14.3

Source: Maxey's Deposition Exhibits Nos. 27 through 36
for Black and White ACT-Tested Miss. Graduates:
HSGPA by ACT Composite Score.

UNITED STATES' EXHIBIT 900a

ACT COMPOSITE SCORES AND FRESHMAN GPA'S UNIVERSITY OF MISSISSIPPI 1981-82 ACADEMIC YEAR

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36	0	0	0	N/A
35	0	0	0	N/A
34	2	0	2	100.0%
33	1	0	1	100.0%
32	5	1	6	83.3%
31	7	1	8	87.5%
30	20	0	20	100.0%
29	35	1	36	97.2%
28	53	4	57	93.0%
27	53	5	58	91.4%
26	65	7	72	90.3%
25	90	17	107	84.1%
24	83	24	107	77.6%
23	83	25	108	76.9%
22	78	26	104	75.0%
21	83	31	114	72.8%
20	89	37	126	70.6%
19	73	33	106	68.9%
18	75	42	117	64.1%
17	59	62	121	48.8%
16	63	64	127	49.6%
15	71	56	127	55.9%
14	18	24	42	42.9%
13	13	14	27	48.1%
12	11	11	22	50.0%
11	2	7	9	22.2%
10	3	7	10	30.0%
9	2	1	3	66.7%
8	0	0	0	N/A
7	0	0	0	N/A
6	0	0	0	N/A
5	0	0	0	N/A
4	0	0	0	N/A
3	0	0	0	N/A
2	0	0	0	N/A
1	0	0	0	N/A
TOTALS	1137	500	1637	69.5%

UNITED STATES' EXHIBIT 900b

ACT COMPOSITE SCORES AND FRESHMAN GPA'S UNIVERSITY OF MISSISSIPPI 1981-82 ACADEMIC YEAR

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
32	1		1	100.0%
31	2		2	100.0%
30	2		2	100.0%
29	1		1	100.0%
28	4	1	5	80.0%
27	13	1	14	92.9%
26	11		11	100.0%
25	14		14	100.0%
24	11	1	12	91.75%
23	11	1	12	91.7%
22	17	3	20	85.0%
21	14	6	20	70.0%
20	13	2	15	86.7%
19	14	9	23	60.9%
18	17	7	24	70.8%
17	18	12	30	60.0%
16	15	9	24	62.5%
15	21	12	33	63.6%
14	8	17	25	32.0%
13	5	7	12	41.7%
TOTALS	212	88	300	70.7%

COMPOSITE

SOURCE: IHL 1981-18

UNITED STATES' EXHIBIT 900d

ACT COMPOSITE SCORES AND FRESHMAN GPA'S UNIVERSITY OF MISSISSIPPI 1983-84 ACADEMIC YEAR

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36	0	0	0	N/A
35	0	0	0	N/A
34	1	0	1	100.0%
33	3	0	3	100.0%
32	2	0	2	100.0%
31	13	0	13	100.0%
30	18	2	20	90.0%
29	24	2	26	92.3%
28	45	2	47	95.7%
27	56	7	63	88.9%
26	50	7	57	87.7%
25	77	14	91	84.6%
24	56	16	72	77.8%
23	63	24	87	72.4%
22	70	18	88	79.5%
21	73	34	107	68.2%
20	68	43	111	61.3%
19	71	41	112	63.4%
18	67	40	107	62.6%
17	45	39	84	53.6%
16	55	56	111	49.5%
15	48	49	97	49.5%
14	12	17	29	41.4%
13	13	14	27	48.1%
12	1	11	12	8.3%
11	4	5	9	44.4%
10	2	6	8	25.0%
9	1	2	3	33.3%
TOTALS	938	449	1387	67.6%

COMPOSITE

SOURCE: IHL-1983-18

UNITED STATES' EXHIBIT 900g

ACT COMPOSITE SCORES AND FRESHMAN GPA'S JACKSON STATE UNIVERSITY ACADEMIC YEAR 1984-85

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36	0	0	0	N/A
35	0	0	0	N/A
34	0	0	0	N/A
33	0	0	0	N/A
32	0	0	0	N/A
31	0	0	0	N/A
30	0	0	0	N/A
29	0	0	0	N/A
28	2	0	2	100.0%
27	2	0	2	100.0%
26	4	0	4	100.0%
25	18	1	19	94.7%
24	12	1	13	92.3%
23	19	2	21	90.5%
22	18	3	21	85.7%
21	34	12	46	73.9%
20	21	3	24	87.5%
19	25	8	33	75.8%
18	46	15	61	75.4%
17	27	9	36	75.0%
16	36	21	57	63.2%
15	44	32	76	57.9%
14	47	30	77	61.0%
13	59	50	109	54.1%
12	78	48	126	61.9%
11	79	83	162	48.8%
10	71	81	152	46.7%
9	24	43	67	35.8%
8			0	N/A
7			0	N/A
6			0	N/A
5			0	N/A
4			0	N/A
3			0	N/A
2			0	N/A
TOTALS	666	442	1108	60.1%

COMPOSITE

SOURCE: IHL 1984-85-18

UNITED STATES' EXHIBIT 900i

ACT COMPOSITE SCORES AND FRESHMAN GPA'S
UNIVERSITY OF SOUTHERN MISSISSIPPI ACADEMIC YEAR
1985-86
15 AND ABOVE

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36	0	0	0	N/A
35	0	0	0	N/A
34	0	0	0	N/A
33	0	0	0	N/A
32	4	0	4	100.0%
31	10	1	11	90.9%
30	16	1	17	94.1%
29	11	0	11	100.0%
28	37	3	40	92.5%
27	29	3	32	90.6%
26	21	9	30	70.0%
25	28	3	31	90.3%
24	50	14	64	78.1%
23	60	19	79	75.9%
22	48	22	70	68.6%
21	63	24	87	72.4%
20	59	27	86	68.6%
19	67	22	89	75.3%
18	68	38	106	64.2%
17	61	44	105	58.1%
16	59	44	103	57.3%
15	70	81	151	46.4%
TOTALS	761	355	1116	68.2%

COMPOSITE

SOURCE: IHL 1984-85-18

UNITED STATES' EXHIBIT 900i – (Continued)

ACT COMPOSITE SCORES AND FRESHMAN GPA'S UNIVERSITY OF SOUTHERN MISSISSIPPI ACADEMIC YEAR 1985-86

14 and Below

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
14	14	15	29	48.3%
13	6	12	18	33.3%
12	5	8	13	38.5%
11	1	6	7	14.3%
10	3	5	8	37.5%
9	0	4	4	0.0%
8	0	0	0	N/A
7	0	0	0	N/A
6	0	0	0	N/A
5	0	0	0	N/A
4	0	0	0	N/A
3	0	0	0	N/A
2	0	0	0	N/A
1	0	0	0	N/A
TOTALS	29	50	79	36.7%

COMPOSITE

SOURCE: IHL 1984-85-18

UNITED STATES' EXHIBIT 900j

ACT COMPOSITE SCORES AND FRESHMAN GPA'S
MISSISSIPPI STATE UNIVERSITY ACADEMIC YEAR 1985-86
15 AND ABOVE

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36	0	0	0	N/A
35	0	0	0	N/A
34	0	0	0	N/A
33	1	0	1	100.0%
32	10	0	10	100.0%
31	26	0	26	100.0%
30	25	3	28	89.3%
29	49	2	51	96.1%
28	76	11	87	87.4%
27	70	13	83	84.3%
26	83	19	102	81.4%
25	105	23	128	82.0%
24	80	23	103	77.7%
23	91	25	116	78.4%
22	62	35	97	63.9%
21	85	58	143	59.4%
20	69	34	103	67.0%
19	75	33	108	69.4%
18	56	49	105	53.3%
17	51	50	101	50.5%
16	54	83	137	39.4%
15	53	75	128	41.4%
TOTALS	1121	536	1657	67.7%

COMPOSITE

SOURCE: IHL 1984-85-18

UNITED STATES' EXHIBIT 900j – (Continued)

ACT COMPOSITE SCORES AND FRESHMAN GPA'S
MISSISSIPPI STATE UNIVERSITY ACADEMIC YEAR 1985-86
14 AND BELOW

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
14	18	23	41	43.9%
13	12	16	28	42.9%
12	11	21	32	34.4%
11	2	4	6	33.3%
10	2	5	7	28.6%
9	0	7	7	0.0%
8	0	0	0	N/A
7	0	0	0	N/A
6	0	0	0	N/A
5	0	0	0	N/A
4	0	0	0	N/A
3	0	0	0	N/A
2	0	0	0	N/A
1	0	0	0	N/A
0	0	1	1	N/A
TOTALS	45	77	122	36.9%

COMPOSITE

SOURCE: IHL 1984-85-18

UNITED STATES' EXHIBIT 900k
ACT COMPOSITE SCORES AND FRESHMAN GPA'S
UNIVERSITY OF MISSISSIPPI 1985-86 ACADEMIC YEAR
15 AND ABOVE

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36	0	0	0	N/A
35	0	0	0	N/A
34	0	0	0	N/A
33	3	0	3	100.0%
32	7	0	7	100.0%
31	11	2	13	84.6%
30	23	1	24	95.8%
29	25	4	29	86.2%
28	48	5	53	90.6%
27	55	7	62	88.7%
26	82	14	96	85.4%
25	68	12	80	85.0%
24	83	19	102	81.4%
23	90	32	122	73.8%
22	78	1	79	98.7%
21	78	27	105	74.3%
20	75	43	118	63.6%
19	77	28	105	73.3%
18	63	37	100	63.0%
17	64	58	122	52.5%
16	58	52	110	52.7%
15	56	54	110	50.9%
TOTALS	1044	396	1440	72.5%

COMPOSITE

SOURCE: IHL 1984-85-18

UNITED STATES' EXHIBIT 9001

ACT COMPOSITE SCORES AND FRESHMAN GPA'S UNIVERSITY OF MISSISSIPPI 1985-86 ACADEMIC YEAR

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36	0	0	0	N/A
35	0	0	0	N/A
34	0	0	0	N/A
33	3	0	3	100.0%
32	7	0	7	100.0%
31	11	2	13	84.6%
30	23	1	24	95.8%
29	25	4	29	86.2%
28	48	5	53	90.6%
27	55	7	62	88.7%
26	82	14	96	85.4%
25	68	12	80	85.0%
24	83	19	102	81.4%
23	90	32	122	73.8%
22	78	31	109	71.6%
21	78	27	105	74.3%
20	75	43	118	63.6%
19	77	28	105	73.3%
18	63	37	100	63.0%
17	64	58	122	52.5%
16	58	52	110	52.7%
15	56	54	110	50.9%
14	22	21	43	51.2%
13	15	14	29	51.7%
12	12	10	22	54.5%
11	5	4	9	55.6%
10	3	2	5	60.0%
9	2	3	5	40.0%
8	0	0	0	N/A
7	0	0	0	N/A
6	0	0	0	N/A
5	0	0	0	N/A
4	0	0	0	N/A
3	0	0	0	N/A
2	0	0	0	N/A
1	0	0	0	N/A
TOTALS	1103	480	1583	69.7%

COMPOSITE

SOURCE: IHL-1985-18

UNITED STATES' EXHIBIT 9001 – (Continued)

ACT COMPOSITE SCORES AND FRESHMAN GPA'S
UNIVERSITY OF MISSISSIPPI 1985-86 ACADEMIC YEAR
14 AND BELOW

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
14	22	21	43	51.2%
13	15	14	29	51.7%
12	12	10	22	54.5%
11	5	4	9	55.6%
10	3	2	5	60.0%
9	2	3	5	40.0%
8	0	0	0	N/A
7	0	0	0	N/A
6	0	0	0	N/A
5	0	0	0	N/A
4	0	0	0	N/A
3	0	0	0	N/A
2	0	0	0	N/A
1	0	0	0	N/A
TOTALS	59	54	113	52.2%

COMPOSITE

SOURCE: IHL-1985-18

UNITED STATES' EXHIBIT 900m

ACT COMPOSITE SCORES AND FRESHMAN GPA'S UNIVERSITY OF SOUTHERN MISSISSIPPI ACADEMIC YEAR 1985-86

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36	0	0	0	N/A
35	0	0	0	N/A
34	0	0	0	N/A
33	0	0	0	N/A
32	4	0	4	100.0%
31	10	1	11	90.9%
30	16	1	17	94.1%
29	11	0	11	100.0%
28	37	3	40	92.5%
27	29	3	32	90.6%
26	21	9	30	70.0%
25	28	9	37	75.7%
24	50	14	64	78.1%
23	60	19	79	75.9%
22	48	22	70	68.6%
21	68	24	92	73.9%
20	59	27	86	68.6%
19	67	22	89	75.3%
18	68	38	106	64.2%
17	61	44	105	58.1%
16	59	44	103	57.3%
15	70	81	151	46.4%
14	14	15	29	48.3%
13	6	12	18	33.3%
12	5	8	13	38.5%
11	1	6	7	14.3%
10	3	5	8	37.5%
9	0	4	4	0.0%
8	0	0	0	N/A
7	0	0	0	N/A
6	0	0	0	N/A
5	0	0	0	N/A
4	0	0	0	N/A
3	0	0	0	N/A
2	0	0	0	N/A
1	0	0	0	N/A
TOTALS	795	411	1206	65.9%

COMPOSITE

SOURCE: IHL 1984-85-18

UNITED STATES' EXHIBIT 900n

ACT COMPOSITE SCORES AND FRESHMAN GPA'S MISSISSIPPI STATE UNIVERSITY ACADEMIC YEAR 1985-86

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36	0	0	0	N/A
35	0	0	0	N/A
34	0	0	0	N/A
33	1	0	17	5.9%
32	10	0	10	100.0%
31	26	0	26	100.0%
30	25	3	28	89.3%
29	49	2	51	96.1%
28	76	11	87	87.4%
27	70	13	83	84.3%
26	83	19	102	81.4%
25	105	23	128	82.0%
24	80	23	103	77.7%
23	91	25	116	78.4%
22	62	35	97	63.9%
21	85	58	143	59.4%
20	69	34	103	67.0%
19	75	33	108	69.4%
18	56	49	105	53.3%
17	51	50	101	50.5%
16	54	83	137	39.4%
15	53	75	128	41.4%
14	18	23	41	43.9%
13	12	16	28	42.9%
12	11	21	32	34.4%
11	2	4	6	33.3%
10	2	5	7	28.6%
9	0	7	7	0.0%
8	0	0	0	N/A
7	0	0	0	N/A
6	0	0	0	N/A
5	0	0	0	N/A
4	0	0	0	N/A
3	0	0	0	N/A
2	0	0	0	N/A
1	0	0	0	N/A
0	0	1	1	N/A
TOTALS	1166	613	1795	65.0%

COMPOSITE

SOURCE: IHL 1984-85-18

UNITED STATES' EXHIBIT 900o

ACT COMPOSITE SCORES AND FRESHMAN GPA'S MISSISSIPPI VALLEY STATE UNIV. 1984-85 ACADEMIC YEAR

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
36				N/A
35				N/A
34				N/A
33				N/A
32				N/A
31				N/A
30				N/A
29				N/A
28				N/A
27				N/A
26				N/A
25	1	1	2	50.0%
24	1	0	1	100.0%
23	1	0	1	100.0%
22	1	1	2	50.0%
21	5	1	6	83.3%
20	8	3	11	72.7%
19	8	2	10	80.0%
18	17	4	21	81.0%
17	23	11	34	67.6%
16	30	6	36	83.3%
15	20	3	23	87.0%
14	29	5	34	85.3%
13	29	10	39	74.4%
12	53	27	80	66.3%
11	69	31	100	69.0%
10	85	37	122	69.7%
9	21	20	41	51.2%
8				N/A
7				N/A
6				N/A
5				N/A
4				N/A
3				N/A
2				N/A
1				N/A
TOTALS	401	162	563	71.2%

COMPOSITE

SOURCE: IHL-8485-18

UNITED STATES' EXHIBIT 900p

ACT COMPOSITE SCORES AND FRESHMAN GPA'S
ALCORN STATE UNIVERSITY 1985-86 ACADEMIC YEAR

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
27	0	1	1	0.0%
25	1	0	1	100.0%
24	6	0	6	100.0%
23	6	1	7	85.7%
22	6	0	6	100.0%
21	15	0	15	100.0%
20	13	2	15	86.7%
19	19	0	19	100.0%
18	17	2	19	89.5%
17	14	2	16	87.5%
16	22	8	30	73.3%
15	26	14	40	65.0%
14	24	7	31	77.4%
13	31	8	39	79.5%
12	38	19	57	66.7%
11	35	23	58	60.3%
10	68	52	120	56.7%
9	53	55	108	49.1%
TOTALS	394	194	588	67.0%

COMPOSITE

SOURCE: IHL 19-85-18

UNITED STATES' EXHIBIT 900q

ACT COMPOSITE SCORES AND FRESHMAN GPA'S DELTA STATE UNIVERSITY 1985-86 ACADEMIC YEAR

ACT #	# Greater than or equal to 2.0	# Less than or equal to 2.0	Total Number	% Greater than or equal to 2.0
29	4	1	5	80.0%
28	6	0	6	100.0%
27	6	1	7	85.7%
26	15	1	16	93.8%
25	14	3	17	82.4%
24	11	3	14	78.6%
23	28	3	31	90.3%
22	33	4	37	89.2%
21	29	8	37	78.4%
20	20	6	26	76.9%
19	32	5	37	86.5%
18	27	13	40	67.5%
17	33	21	54	61.1%
16	32	12	44	72.7%
15	24	15	39	61.5%
14	6	3	9	66.7%
13	7	13	20	35.0%
12	3	4	7	42.9%
11	4	4	8	50.0%
10	1	3	4	25.0%
TOTALS	335	123	458	73.1%

COMPOSITE

SOURCE: IHL 19-85-18

UNITED STATES' EXHIBIT 901

1985-86 Mississippi Demographic Survey:
135 Districts Common to 1985-86 and 1986-87 surveys

Total 12th grade	24,160
	− 1,129
	23,031
Total Black	10,885
	− 1,728
	9,157
Total White	13,148
	− 1,994
	11,154
Total Oriental	86
	− 10
	76
Total Hispanic	24
	− 1
	23
Total Amer. Indian	17

Demographic Survey Preliminary Results 1985-86

* * * * *

Results By Race:

Blacks	210,104	50.85%
Whites	200,595	48.55%
Oriental	1,624	00.39%
Hispanic	377	00.09%
Indian	431	00.10%
Other	15	00.004%

* * * * *

UNITED STATES' EXHIBIT 901 – (Continued)

PRELIMINARY RESULTS
DEMOGRAPHIC SURVEY
1986-87

* * * * *

Results By Race:		
Blacks:	236,534	50.02%
Whites:	232,616	49.19%
Orientals:	1,757	.0037%
Hispanics:	481	.0010%
Indians:	499	.0011%
Other:	451	.0010%

* * * * *

PRELIMINARY RESULTS
DEMOGRAPHIC SURVEY
1986-87

* * * * *

12th GRADE – Total:	26,818	
Black	12,164	45.3576%
White	14,516	54.1278%
Oriental	67	.2498%
Hispanic	30	.1119%
Amer. Indian	12	.0447%
Other	29	.1081%

UNITED STATES' EXHIBIT 903

ACT STANDARD RESEARCH SERVICE REPORT 1985-86 FRESHMEN PAGE 1.00

MS VALLEY STATE UNIV ITTA BENA MS 38941 COLLEGE CODE 2224 SUMMARY ANALYSIS

TABLE H-1 Relative Efficiency of Different ACT Indices in Predicting College Grades

College GPA	Area	N-CT	T Index		H Index		TH Index	
			R	SE-Est	R	SE-Est	R	SE-Est
ENGLISH	E	130	0.274	1.112	0.373	1.073	0.406	1.041
MATHEMATICS	M	134	0.348	1.422	0.241	1.472	0.424	1.353
SOCIAL SCIENCE	S	91	0.275	1.035	0.274	1.036	0.361	0.981
OVERALL	O	176	0.215	0.804	0.369	0.765	0.387	0.750

* *

National Medians for ACT Indices Obtained From The 82-3, 83-4 AND 84-5 Research Services*

College GPA	T Index		H Index		TH Index	
	R	SE-Est	R	SE-Est	R	SE-Est
ENGLISH	0.426	0.847	0.411	0.851	0.495	0.798
MATHEMATICS	0.398	1.124	0.415	1.106	0.493	1.036
SOCIAL SCIENCE	0.491	0.921	0.459	0.945	0.561	0.871
NATURAL SCIENCE	0.475	0.970	0.471	0.978	0.567	0.904
OVERALL	0.478	0.728	0.487	0.725	0.565	0.682

* These data are taken from Summary Tables S-4.1 through S-4.6

UNITED STATES' EXHIBIT 912

PROPOSED MODIFIED STIPULATIONS

Proposed Stipulation No. 89:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1960-61 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn A&M Coll.	$7,714	$6,181	$4,486	$3,984
Delta State Coll.	6,800	6,425	5,693	4,800
Jackson State Coll.	7,485	5,914	4,758	4,190
Miss. State Univ.	7,394	6,522	5,465	4,471
Miss. State Coll. for Women	6,625	5,631	5,392	4,840
Miss. Vocational College	6,900	5,300	4,648	3,672
University of Miss.	7,873	6,561	5,460	4,090
Miss. Southern College	7,133	6,212	5,281	4,171

UNITED STATES' EXHIBIT 912 – (Continued)

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1959-60 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn A&M Coll.	$7,714	$6,181	$4,486	$3,984
Delta State Coll.	6,800	6,425	5,693	4,800
Jackson State Coll.	7,485	5,914	4,758	4,190
Miss. State Univ.	7,394	6,522	5,465	4,471
Miss. State Coll. for Women	6,625	5,631	5,392	4,840
Miss. Vocational College	6,900	5,300	4,648	3,672
University of Miss.	7,873	6,561	5,460	4,090
Miss. Southern College	7,133	6,212	5,281	4,171

Proposed Stipulation No. 90:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1971-72 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn Coll.	$13,345	$11,477	$10,018	$8,184
Delta State Coll.	14,902	13,603	11,297	8,452
Jackson State Coll.	14,118	12,946	10,552	8,693
Miss. State Coll. for Women	14,987	11,985	10,434	9,010
Miss. Valley State	11,818	11,244	9,190	7,377
Miss. State Univ.	16,293	14,712	10,989	7,931
University of Miss.	16,559	13,800	11,358	7,913
University of So. Miss.	14,998	13,438	11,664	8,918

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1971-72 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn Coll.	$13,445	$11,477	$10,018	$8,184
Delta State Coll.	14,902	13,603	11,297	8,452
Jackson State Coll.	14,118	12,946	10,552	8,693
Miss. State Coll. for Women	14,987	11,985	10,434	9,010
Miss. Valley State	11,818	11,244	9,190	7,377
Miss. State Univ.	16,293	14,172	10,989	7,931
University of Miss.	16,559	13,800	11,358	7,913
University of So. Miss.	14,998	13,438	11,664	8,918

Proposed Stipulation No. 92:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1973-74 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn Coll.	$15,239	$13,214	$11,333	$8,707
Delta State Coll.	18,365	15,596	12,546	9,958
Jackson State Coll.	16,494	14,404	13,016	9,974
Miss. State Coll. for Women	16,429	13,284	11,307	10,072
Miss. Valley State	14,270	12,434	8,816	8,365
Miss. State Univ.	19,965	15,366	12,551	9,056
University of Miss.	18,839	15,289	12,657	8,357
University of So. Miss.	18,504	15,472	12,990	10,146

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1973-74 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn Coll.	$15,239	$13,214	$11,333	$8,707
Delta State Coll.	18,365	15,596	12,546	9,958
Jackson State Coll.	16,494	14,404	13,016	9,974
Miss. State Coll. for Women	16,429	13,284	11,307	10,072
Miss. Valley State	14,270	12,434	8,816	8,365
Miss. State Univ.	19,665	15,366	12,551	9,056
University of Miss.	18,839	15,289	12,657	8,357
University of So. Miss.	18,504	15,472	12,990	10,146

Proposed Stipulation No. 94:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1975-76 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$17,600	$14,673	$11,960	$9,619
Delta State Univ.	20,180	17,187	13,756	11,533
Jackson State Univ.	17,418	16,164	14,319	11,667
Miss. State Univ.	20,005	16,217	13,427	10,128
Miss. Univ. for Women	18,081	14,773	13,293	10,734
Miss. Valley State	15,865	14,383	11,260	9,497
University of Miss.	19,854	16,534	13,320	9,236
University of So. Miss.	18,288	16,155	13,840	10,860

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1975-76 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$17,600	$14,673	$11,960	$9,619
Delta State Univ.	20,180	17,187	13,756	11,533
Jackson State Univ.	17,418	16,164	14,319	11,667
Miss. State Univ.	20,005	16,217	13,427	10,128
Miss. Univ. for Women*	18,009	14,773	12,497	10,088
Miss. Valley State	15,865	14,383	11,260	9,497
University of Miss.	19,854	16,534	13,320	9,236
University of So. Miss.*	18,265	16,155	13,775	11,006

* These salaries exclude nursing positions.

Proposed Stipulation No. 95:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1976-77 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$17,423	$15,108	$12,008	$11,636
Delta State Univ.	20,440	16,740	14,026	11,695
Jackson State Univ.	18,739	16,974	14,801	12,345
Miss. State Univ.	20,561	16,848	14,094	11,320
Miss. Univ. for Women	17,300	14,887	13,315	10,656
Miss. Valley State	16,128	15,570	11,811	11,134
University of Miss.	20,320	16,573	13,614	9,240
University of So. Miss.	19,183	17,386	14,159	10,952

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1976-77 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$17,423	$15,108	$12,066	$11,035
Delta State Univ.	20,440	16,740	14,026	11,695
Jackson State Univ.	18,739	16,974	14,801	12,345
Miss. State Univ.	20,561	16,848	14,094	11,320
Miss. Univ. for Women	17,300	14,887	13,315	10,656
Miss. Valley State	16,128	15,570	11,811	11,134
University of Miss.	20,320	16,573	13,614	9,240
University of So. Miss.*	19,167	17,372	14,034	11,019

* These salaries exclude nursing positions.

Proposed Stipulation No. 96:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1977-78 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$19,229	$15,854	$13,343	$10,486
Delta State Univ.	21,613	17,721	15,112	12,262
Jackson State Univ.	19,652	18,202	15,946	13,434
Miss. State Univ.	23,749	18,029	14,789	10,609
Miss. Univ. for Women	20,026	15,348	13,868	12,028
Miss. Valley State	15,997	14,785	11,299	10,016
University of Miss.	24,090	18,791	15,041	10,386
University of So. Miss.	22,274	18,438	15,308	12,488

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1977-78 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$19,229	$15,854	$13,343	$10,486
Delta State Univ.	21,613	17,721	15,122	12,262
Jackson State Univ.	19,652	18,202	15,946	13,434
Miss. State Univ.	23,749	18,029	14,789	10,609
Miss Univ. for Women	20,026	15,348	13,868	12,028
Miss. Valley State	15,997	14,785	11,299	10,016
University of Miss.	24,090	18,791	15,041	10,386
University of So. Miss.	22,274	18,438	15,308	12,488

Proposed Stipulation No. 99:

The following table accurately sets out the average salaries, by rank, of faculty members at each institution for the 1980-81 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$25,762	$21,802	$17,665	$14,222
Delta State Univ.	25,836	20,186	11,276	14,977
Jackson State Univ.	25,542	22,254	19,220	16,559
Miss. State Univ.	28,222	22,038	18,444	13,698
Miss. Univ. for Women	24,157	20,676	17,948	15,432
Miss. Valley State	23,168	20,253	16,166	13,750
University of Miss.	29,740	23,102	18,649	13,759
University of So. Miss.	28,414	23,072	18,803	15,203

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1980-81 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r
Alcorn State Univ.	$25,762	$21,802	$17,665	$14,222
Delta State Univ.	25,836	20,186	17,276	14,977
Jackson State Univ.	25,542	22,254	19,220	16,559
Miss. State Univ.	28,222	22,038	18,444	13,698
Miss. Univ. for Women	24,157	20,676	17,948	15,432
Miss. Valley State	23,168	20,253	16,166	13,750
University of Miss.	29,740	23,102	18,649	13,759
University of So. Miss.	28,414	23,072	18,803	15,203

Proposed Stipulation No. 140:

The following table accurately sets out the average mean salaries, by rank, for faculty members at each institution for the 1959-60 academic year:

Institution	Dep't Head	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M Coll.	–	$6,400	$5,352	$4,092	$3,333	$4,294
Delta State Coll.	6,700	6,800	6,067	5,333	4,725	5,698
Jackson State Coll.	–	6,862	5,062	4,346	3,973	4,910
Miss. Southern Coll.	6,997	6,997	5,712	4,848	3,824	5,374
Miss. State Coll. for Women	6,976	6,751	5,252	4,868	4,467	5,487
Miss. State Univ.	7,294	6,905	5,974	5,117	4,118	5,616
Miss. Vocational Coll.	–	6,214	4,500	3,735	3,116	3,928
University of Miss.	7,846	7,669	6,008	4,993	3,928	5,935

RESPONSE

Stipulated, except that under Mississippi Vocational College the correct figure under "All Ranks" is 3905.

Proposed Stipulation No. 168:

The following table accurately sets out the average mean salaries, by rank, for faculty members at each institution for the 1959-60 academic year:

Institution	Dep't Head	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M Coll.	–	$6,400	$5,352	$4,092	$3,333	$4,294
Delta State Coll.	$6,700	6,800	6,067	5,333	4,725	5,698
Jackson State Coll.	–	6,862	5,062	4,346	3,973	4,910
Miss. Southern Coll.	6,997	6,997	5,712	4,848	3,824	5,374
Miss. State Coll. for Women	6,976	6,751	5,252	4,868	4,467	5,487
Miss. State Univ.	7,294	6,905	5,974	5,117	4,118	5,616
Miss. Vocational Coll.	–	6,214	4,500	3,735	3,116	3,928
University of Miss.	7,846	7,669	6,008	4,993	3,928	5,935

RESPONSE

Stipulated, except that under Mississippi Vocational College the correct figure under "All Ranks" is 3905.

Proposed Stipulation No. 169:

The following table accurately sets out the average mean salaries, by rank, for faculty members at each institution for the 1960-61 academic year:

Institution	Dep't Head	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M Coll.	–	$7,714	$6,181	$4,486	$3,984	$5,070
Delta State Coll.	$6,800	6,800	6,425	5,692	4,800	6,062
Jackson State Coll.	–	7,485	5,914	4,758	4,190	5,438
Miss. Southern Coll.	7,946	7,133	6,212	5,281	5,171	5,938
Miss. State Coll. for Women	7,647	6,625	5,631	5,392	4,840	5,947
Miss. State Univ.	8,804	7,394	6,522	5,465	4,471	5,938
Miss. Vocational Coll.	–	6,900	5,300	3,672	3,251	4,574
University of Miss.	8,659	7,873	6,561	5,460	4,090	6,400

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, for faculty members at each institution for the 1960-61 academic year:

Institution	Dep't Head	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A &M Coll.	—	$7,714	$6,181	$4,486	$3,984	$5,070
Delta State Coll.	7,063	6,800	6,425	5,692	4,800	6,068
Jackson State Coll.	—	7,485	5,914	4,758	4,190	5,438
Miss. Southern Coll.	7,946	7,133	6,212	5,281	5,171	5,938
Miss. State Coll. for Women	7,647	6,625	5,631	5,392	4,840	5,947
Miss. State Univ.	8,804	7,394	6,522	5,465	4,471	6,241
Miss. Vocational Coll.	—	6,900	5,300	4,648	3,672	4,574
University of Miss.	8,659	7,873	6,561	5,460	4,090	6,400

Proposed Stipulation No. 170:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1961-62 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$8,100	$5,962	$4,574	$3,731	$4,987
Delta State College	7,520	6,536	5,685	4,733	6,069
Jackson State College	7,668	5,917	4,781	4,153	5,448
Miss. State Univ.	8,059	6,917	5,736	4,279	6,359
Miss. State Coll. for Women	7,285	5,764	5,477	4,750	5,865
Miss. Valley College	7,500	5,389	4,604	3,663	4,494
University of Miss.	8,166	6,740	5,580	4,279	6,489
University of So. Miss.	7,784	6,341	5,394	4,265	6,124

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1961-62 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$8,100	$5,962	$4,574	$3,731	$4,987
Delta State College	7,520	6,536	5,685	4,733	6,069
Jackson State College	7,668	5,917	4,781	4,153	5,448
Miss. State Univ.	8,059	6,917	5,736	4,559	6,359
Miss. State Coll. for Women	7,285	5,764	5,477	4,850	5,865
Miss. Valley College	7,500	5,389	4,604	3,663	4,494
University of Miss.	8,166	6,740	5,580	4,279	6,489
University of So. Miss.	7,784	6,341	5,394	4,265	6,124

Proposed Stipulation No. 171:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1962-63 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$8,294	$5,433	$4,574	$3,731	$4,987
Delta State College	8,244	7,370	6,087	5,027	6,534
Jackson State College	8,500	6,460	5,315	4,550	6,095
Miss. State Univ.	9,300	7,431	6,336	4,724	6,988
Miss. State Coll. for Women	8,050	6,321	5,870	5,086	6,287
Miss. Valley College	8,083	5,780	5,043	4,081	4,909
University of Miss.	8,805	7,333	6,040	4,423	6,954
University of So. Miss.	8,310	7,431	5,861	4,536	6,579

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1962-63 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$8,294	$5,433	$4,777	$3,826	$5,533
Delta State College	8,244	7,370	6,087	5,027	6,534
Jackson State College	8,500	6,460	5,315	4,550	6,095
Miss. State Univ.	9,300	7,431	6,336	4,725	6,988
Miss. State Coll. for Women	8,050	6,321	5,870	5,086	6,287
Miss. Valley College	8,083	5,780	5,043	4,081	4,909
University of Miss.	8,805	7,333	6,040	4,423	6,954
University of So. Miss.	8,310	6,837	5,861	4,536	6,579

Proposed Stipulation No. 172:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1963-64 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$8,527	$6,000	$4,772	$4,000	$5,241
Delta State College	8,420	7,740	6,210	5,080	6,520
Jackson State College	8,450	6,438	5,300	4,440	6,225
Miss. State Univ.	9,248	7,637	6,368	4,737	7,125
Miss. State Coll. for Women	7,840	6,444	5,840	5,080	6,257
Miss. Valley College	8,428	5,900	5,010	4,339	5,233
University of Miss.	8,922	7,551	6,254	4,758	7,435
University of So. Miss.	8,456	6,912	5,827	4,773	6,773

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1963-64 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$8,527	$6,000	$4,772	$4,000	$5,241
Delta State College	8,420	7,740	6,210	5,080	6,520
Jackson State College	8,450	6,438	5,300	4,440	6,225
Miss. State Univ.	9,248	7,637	6,368	4,737	7,125
Miss. State Coll. for Women	7,840	6,444	5,840	5,080	6,257
Miss. Valley College	8,428	5,900	5,010	4,339	5,233
University of Miss.	8,922	7,551	6,254	4,768	7,435
University of So. Miss.	8,456	6,912	5,827	4,733	6,773

Proposed Stipulation No. 173:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1964-65 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$ 8,483	$5,604	$4,790	$4,355	$5,351
Delta State College	9,420	8,050	6,981	5,674	7,233
Jackson State College	8,725	6,694	5,887	5,217	6,236
Miss. State Univ.	10,382	8,619	7,084	5,468	7,785
Miss. State Coll. for Women	9,152	7,561	6,715	5,674	7,259
Miss. Valley College	11,400	6,133	5,714	4,902	5,196
University of Miss.	9,839	8,459	7,155	5,014	8,204
University of So. Miss.	8,824	7,829	7,004	5,292	7,358

RESPONSE

Not stipulated. This alternative is proposed:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1964-65 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$ 8,727	$6,044	$5,147	$4,375	$5,989
Delta State College	9,225	8,050	6,800	5,676	7,259
Jackson State College	8,590	6,631	5,833	5,070	6,276
Miss. State Univ.	10,083	8,174	6,795	5,425	7,944
Miss. State Coll. for Women	9,152	7,561	6,715	5,674	7,259
Miss. Valley College	8,906	6,133	5,656	4,938	5,275
University of Miss.	9,881	8,549	7,155	5,014	8,250
University of So. Miss.	9,779	7,837	6,997	5,292	7,786

UNITED STATES' EXHIBIT 913

PROPOSED STIPULATIONS

Proposed Stipulation No. 174:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1965-66 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$ 8,527	$6,150	$5,319	$4,570	$5,807
Delta State College	9,510	8,290	7,028	5,803	7,407
Jackson State College	8,783	7,085	6,102	5,295	6,394
Miss. State Univ.	10,249	9,146	7,228	5,320	7,885
Miss. State Coll. for Women	9,185	7,663	6,590	5,627	7,389
Miss. Valley College	8,280	5,700	5,238	4,827	5,163
University of Miss.	9,827	8,542	6,972	5,096	8,095
University of So. Miss.	9,050	8,128	7,117	5,295	7,574

RESPONSE

Stipulated.

Proposed Stipulation No. 175:

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1966-67 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$ 9,922	$ 8,014	$6,416	$5,507	$7,388
Delta State College	10,595	9,509	7,906	6,360	8,365
Jackson State College	10,005	7,854	6,819	6,012	7,224
Miss. State Univ.	12,550	10,177	8,481	6,051	9,789
Miss. State Coll. for Women	10,971	9,090	7,724	6,663	8,709
Miss. Valley College	10,064	9,002	6,641	5,353	6,418
University of Miss.	12,006	10,161	8,171	5,649	9,583
University of So. Miss.	10,966	9,244	8,274	6,247	8,793

RESPONSE

Stipulated.

Proposed Stipulation No. 176

The following table accurately sets out the average mean salaries, by rank, of faculty members at each institution for the 1967-68 academic year:

Institution	Prof.	Assoc. Prof.	Ass't Prof.	Inst'r	All Ranks
Alcorn A&M College	$10,368	$ 8,441	$6,759	$6,065	$7,676
Delta State College	11,884	10,552	8,900	7,000	9,143
Jackson State College	10,300	8,029	6,932	6,166	7,500
Miss. State Univ.	12,737	10,677	9,045	6,271	10,097
Miss. State Coll. for Women	11,148	9,176	7,833	6,820	8,847
Miss. Valley College	9,722	9,214	7,083	5,978	6,950
University of Miss.	12,126	10,762	8,511	6,066	9,977
University of So. Miss.	11,457	9,887	8,630	6,659	9,262

RESPONSE

Stipulated.

Proposed Stipulation No. 249

The following accurately represents the total headcount enrollment, the total black enrollment and the percentage of black enrollment in credit courses at the Natchez Center for the fall terms of the years indicated.

Fall Term	*Total*	*Total Black*	*% Black*
1973-74	313	83	26.5
1974-75	454	INA	INA
1975-76	434	81	18.7
1976-77	411	83	20.2
1977-78	282	66	23.4
1978-79	307	66	21.5
1979-80	282	51	18.1
1980-81	264	INA	INA

INA – Information not available

RESPONSE

Stipulated.

Proposed Stipulation No. 368:

Exhibit US-244 accurately sets forth the number of faculty (full-time and part-time) by race, teaching classes at USM-Natchez from fall 1976-77 to winter 1979-80. The exhibit includes Alcorn State University faculty teaching at USM-Natchez on a part-time basis; it does not include ASU nursing facility.

RESPONSE

Stipulated.

Proposed Stipulation No. 370:

The attached table accurately sets forth the headcount enrollment, by race, for the Jackson branch of Mississippi State University from fall 1975 to fall 1979.

RESPONSE

Stipulated.

Universities Center
MISSISSIPPI STATE UNIVERSITY – JACKSON
Headcount Enrollments By Race

Term:		*White*	*Black*	*Other*
Fall 1975	Undergraduate	49	0	0
	Graduate	192	29	1
Spring 1976	Undergraduate	39	0	0
	Graduate	246	27	0
Summer 1976	Undergraduate	60	1	0
	Graduate	270	36	1
Fall 1976	Undergraduate	37	1	0
	Graduate	227	23	1
Spring 1977	Undergraduate	37	3	0
	Graduate	281	44	0
Summer 1977	Undergraduate	40	1	0
	Graduate	238	48	0
Fall 1977	Undergraduate	37	1	0
	Graduate	227	23	0
Spring 1978	Undergraduate	60	10	0
	Graduate	244	29	0
Summer 1978	Undergraduate	67	5	0
	Graduate	221	33	0
Fall 1978	Undergraduate	36	1	0
	Graduate	182	28	0
Spring 1979	Undergraduate	62	1	0
	Graduate	232	26	0
Summer 1979	Undergraduate	33	0	0
	Graduate	156	10	1
Fall 1979	Undergraduate	33	0	0
	Graduate	156	10	0

Source: MSU-Jackson Ethnic Enrollment Reports

Proposed Stipulation No. 371:

The attached table accurately sets forth the headcount enrollment, by race, for the Jackson branch of the University of Mississippi from fall 1974 to spring 1980.

RESPONSE

Stipulated.

Universities Center
UNIVERSITY OF MISSISSIPPI–JACKSON
Headcount Enrollments By Race

Term:		*White*	*Black*	*Other*
Fall 1974	Undergraduate	41	2	0
	Graduate	117	13	1
Spring 1975	Undergraduate	55	1	0
	Graduate	179	15	2
Summer 1975	Undergraduate	90	3	0
	Graduate	211	21	4
Fall 1975	Undergraduate	89	6	0
	Graduate	160	16	0
Spring 1976	Undergraduate	80	4	0
	Graduate	206	13	0
Summer 1976	Undergraduate	94	4	0
	Graduate	169	23	1
Fall 1976	Undergraduate	127	7	0
	Graduate	169	15	0
Spring 1977	Undergraduate	52	1	0
	Graduate	159	9	1
Summer 1977	Undergraduate	41	1	0
	Graduate	153	25	0
Fall 1977	Undergraduate	26	2	0
	Graduate	125	16	2
Spring 1978	Undergraduate	19	1	1
	Graduate	121	10	1
Summer 1978	Undergraduate	39	4	0
	Graduate	96	18	0
Fall 1978	Undergraduate	37	1	0
	Graduate	125	13	0

Universities Center

UNIVERSITY OF MISSISSIPPI – JACKSON – Continued

Headcount Enrollments By Race

Term:		*White*	*Black*	*Other*
Spring 1979	Undergraduate	35	0	0
	Graduate	81	13	0
Summer 1979	Undergraduate	67	8	0
	Graduate	53	8	0
Fall 1979	Undergraduate	38	1	0
	Graduate	64	6	0
Spring 1980	Undergraduate	22	1	0
	Graduate	54	2	0

Source: Deposition of Bruce J. Bellande, Exh. BB-2

Proposed Stipulation No. 376:

Beginning with the spring semester of the 1979-80 academic year, the Board of Trustees has provided classroom space at the Universities Center to Hinds Junior College for instruction in lower division college courses.

RESPONSE

Stipulated.

Proposed Stipulation No. 377:

Exhibit US-250 accurately sets forth the courses offered by Hinds Junior College, with their respective enrollments, at the Universities Center during the spring, summer and fall terms of 1980.

RESPONSE

Stipulated.

Proposed Stipulation No. 667:

Exhibit US-039 labeled "Factors Involved in the Admission to Freshman Class Standing at State Institutions of Higher Education in Mississippi", accurately describes factors which various universities considered for freshman admission as of February 1976.

RESPONSE

Stipulated.

UNITED STATES' EXHIBIT 39

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

Factors Involved in the Admission to Freshmen Class Standing at State Institutions of Higher Learning in Mississippi

February, 1976

A catalogue survey of the admission policies of the eight state universities reveals some twelve factors which various universities consider for general or regular admission to the freshmen class. These factors do not necessarily represent all requirements for each university, but include those of greater importance relative to the total admission procedure. Transfer, special, or early admission programs are not included in this discussion. Possible factors is published in university bulletins include submission of score on the American College Testing (ACT) Program test, graduation from an accredited high school with a minimum of 15 acceptable units, high school transcripts, letters or signatures of recommendation, official or formal application forms, acceptable academic record and moral conduct, physical examination, and application fee. Some of the universities have special admission procedures for students graduating from non accredited high schools or for those students who have completed 15 units, but have not graduated from high school.

Each of the universities requires entering freshmen to submit standardized test scores, although specific requirements vary. Two institutions, Jackson State University and Mississippi University for Women, accept either the scores for the ACT or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board. Officials at Mississippi University for Women add that this university converts the entering student's SAT scores to

equivalent ACT scores. Board of Trustees policy specifies that all applications for admission to the freshman class must be supported by the applicant's score on the ACT. Minimum scores can be established by universities at each institution. Board policy requires that all resident students must achieve a composite standard score of 20 unless this requirement is waived for scholarship award purposes by the executive head of the institution. Each university's specific requirements for admission relative to the ACT appear in a separate section of this report.

Most of the universities with the exception of Jackson State University and the University of Southern Mississippi require graduation from an accredited high school with a minimum of at least 15 acceptable units. The catalogues at each university specify the units required in subject areas. Mississippi University for Women will fully admit students who graduate from accredited high schools in the upper half of their classes, regardless of the specified units of credit. Mississippi Valley State University requires a minimum of 16 units. The University of Mississippi does not indicate whether or not the high school must be accredited. Jackson State University requires graduation from high school without mention of accreditation or specified credits. High school transcripts are required by the University of Southern Mississippi, although this university implies that high school graduation is a requirement.

All eight universities require the entering freshman to forward high school transcripts to the institution. Jackson State University, however, requires the student's high school records only for those failing to have ACT scores mailed to the University or to achieve a minimum score of 15 on the ACT. The University of Mississippi indicates that the transcript must show at least 7 semesters of secondary work. Other institutions will consider admission

on the basis of 6 semesters and require the final semester records to be filed later.

Three universities state that the student must file letters or signatures of recommendation: Alcorn State University, Delta State University, and Mississippi Valley State University. The other universities may have such a requirement as part of their formal application forms, but do not specify any such requirement in their respective catalogues.

Each university except Mississippi University for Women specifies that the student must submit some kind of official application form. Jackson State University requires such a form only for those students who fail to have ACT scores mailed to the University or who fail to score at least 15 on the ACT. Mississippi University for Women implies that a form is necessary, but does not specifically state this requirement.

Delta State University, Mississippi University for Women, Mississippi Valley State University, and the University of Southern Mississippi make direct reference to the need for the applicant to be of acceptable moral character and have an overall good academic record. Mississippi University for Women bases its final selection of students for admission on the student's (1) academic record, (2) ACT or SAT scores, and (3) "personal fitness for M.U.W." Other institutions may consider evidence of moral character and academic ability to be a part of the requirement for recommendations or may include the need for such evidence in the application form. Not all of the universities, however, make direct mention of this requirement in their catalogues.

Physical examinations are required by Alcorn State University, Delta State University, Mississippi University for Women, and Mississippi Valley State University. Other institutions may include a physical examination form as part of the official application form for admission.

Students who graduate from unaccredited high schools are admitted to Delta State University after special examination. Mississippi University for Women admits graduates from unaccredited high schools on a conditional basis. If the student completes 15 acceptable units without actually graduating from high school, Mississippi University for Women will also consider her for admission.

Most of the universities except the University of Mississippi state that students who are at least 20 years old and who have not graduated from high school can be admitted on the basis of satisfactory scores on the General Education Development (GED) test. Alcorn State University and Delta State University require a student to be 21 before he can be admitted through the GED program. Jackson State University specifies no minimum age. Mississippi University for Women admits "mature students" on the basis of the GED, with the general understanding that the student's normal class must have graduated from high school. Students applying at Mississippi Valley State University who take the GED can include those who are at least 20 as well as students whose high school educations have been interrupted and who are the age at which they ordinarily would have finished high school.

Two universities, Alcorn State University and Mississippi Valley State University, state that students must submit a $5.00 application fee. Alcorn State University applies this fee toward the student's registration fees; Mississippi Valley State University does not.

Specific ACT Score Requirements

Alcorn State University—Requires students to take the ACT, no minimum score given for resident or non-resident students

Delta State University—(1) Resident students must take the ACT and submit a minimum composite standard score of 15, (2) Non-resident students must take the ACT and

submit a minimum composite standard score of 20; (3) Resident students whose composite standard score is 12, 13, or 14 may be admitted on a provisional basis during the summer session; (4) Students admitted by examination (GED) must also submit the required ACT scores.

Jackson State University—(1) High school seniors who list the University as their first, second, or third choice on the ACT profile and whose composite score is 15 or above are given conditional admission without having to file the traditional application form or having their high school transcripts sent to the University; (2) High school seniors who do not list the University as their first, second, or third choice and whose composite ACT score is 15 or above are given conditional admission without filing application forms or sending their high school transcripts to the University; (3) Students may be admitted on an unconditional basis with ACT scores and certification of high school graduation; (4) Students who do not have ACT scores sent to the University and those whose composite standard score is below 15 must submit the traditional application forms and high school transcripts before being admitted; (5) Catalogue indicates that the University will also accept SAT scores, no minimum given.

Mississippi State University—(1) Requires students to take the ACT and submit minimum scores of 15 for resident and 20 for non-resident students. Some non-resident students may be admitted on a score of less than 20 in the case of scholarships; (2) Students may be admitted with a minimum ACT score of 13 for special summer school admission and must maintain a C average in any courses for which they register during the summer; (3) Students admitted by examination (GED) must also meet all other admission requirements.

Mississippi University for Women—Requires students to take either the ACT or the SAT and submit satisfactory

scores. Officials at MUW add that a regression equation is used for admission purposes. This equation developed for MUW, uses the student's high school grade point average on academic subjects only, the ACT composite (SAT scores are converted to equivalent ACT scores), and the norms established by previous freshmen. A student with a predicted grade average of 65 or above is accepted for admission.

Mississippi Valley State University—(1) Requires students to take the ACT, no minimum score given for resident or non-resident students; (2) Students admitted by examination (GED) must also submit the required ACT scores.

University of Mississippi—(1) Requires resident students to submit a minimum composite standard score of 15 on the ACT or 680 total on the SAT. Students admitted on the basis of SAT scores must take the ACT during fall Orientation; (2) Requires non-resident students to submit a minimum composite standard ACT score of 20 or 870 on the SAT. Students admitted on the basis of SAT scores must take the ACT during fall Orientation; (3) Students receiving the Non-Resident Alumni Awards are admitted under the requirements for resident students.

University of Southern Mississippi—(1) Resident students must take the ACT and submit a minimum composite score of 15; (2) Non-resident students must take the ACT and submit a minimum composite score of 20; (3) Students admitted by examination (GED) must meet all other University admission requirements.

Proposed Stipulation No. 683:

Exhibit US-351, labeled "Admissions and Academic Scholarships", provides accurate information on the standards for freshmen admission at Delta State University in 1974-75.

RESPONSE

Stipulated.

UNITED STATES' EXHIBIT 351

ADMISSIONS AND ACADEMIC SCHOLARSHIPS

ADMISSION OF FRESHMEN

A candidate for admission to the freshmen class must submit the results of the American College Test, be a graduate of an accredited high school, and offer fifteen acceptable units of credit.

If the applicant has an ACT composite score of 15 or above and is a resident of Mississippi and meets all other entrance requirements, he may be accepted for admission. An applicant from Mississippi whose score is 12, 13, or 14 may be accepted for provisional admission in the summer session.

The fifteen units of credit must include three units in English, two units in mathematics and two units in social studies. In certain special cases one unit in mathematics may be waived.

ADMISSION OF JUNIOR COLLEGE TRANSFERS

A student enrolled in a junior college for the first two years who has maintained a satisfactory average will be admitted to Delta State University.

A junior college graduate who transfers to Delta State University and who has pursued a sound academic program in the junior has no difficulty in meeting the necessary additional 64 semester hours required for graduation in two academic years.

ADVANCED CREDIT FOR AN ENTERING FRESHMAN BASED UPON THE AMERICAN COLLEGE TEST (ACT)

A student who has a standard composite score of 25 or above may be eligible for advanced credit. The credit may

be awarded in each subject matter area where the score is at least 25. Details are to be worked out in conference with the student and the Dean of the University.

ACADEMIC SCHOLARSHIPS

Entering Freshmen: Delta State University awards academic scholarships to all entering freshmen who have a standard composite score of 26 or above on the American College Test (ACT). The value of the scholarships range from $400 to $1,200. Corresponding academic scholarships are awarded to Salutatorians and Valedictorians.

Junior College Transfers

Junior College transfers who are members of Phi Theta Kappa receive scholarships ranging from $200 to $600.

NONDISCRIMINATION

Delta State University has filed an Assurance Compliance (No. 34-0090) in regard to its policies and practices concerning the treatment of students and does not discriminate in its admission or other policies on the grounds of race, color, sex, or national origin.

For further information contact:
Director of Admissions
Delta State University
Cleveland, MS 38732

EXHIBIT 913

Proposed Stipulation No. 685:

Exhibit US-057, labeled "Admission Standards and Procedure [*sic*] for the Three Doctoral Universities for Students with an ACT Less Than 15", provides accurate data on admissions requirements at the University of Mississippi, Mississippi State University and the University of Southern Mississippi as of 1976.

RESPONSE

Stipulated.

UNITED STATES' EXHIBIT 057

ADMISSION STANDARDS AND PROCEDURE FOR THE THREE DOCTORAL UNIVERSITIES FOR STUDENTS WITH AN ACT LESS THAN 15 (1976)

Mississippi State University

1. Students with 13 and 14 ACT scores may be admitted in the summer session on probation status. These students must adhere to the regular academic retention procedure.
2. Special Services Program. These programs are entered into with the Federal government. Students are permitted who have low standardized test scores with a high capacity to catch up on their academic deficiencies. These students generally have one year to prove their capabilities. They are financially deprived and receive assistance, not only financial but also special tutors and educational counselors.
3. Athletes are not provided any special consideration other than the two programs mentioned.

University of Mississippi

Mississippi residents can be accepted at the University on a probationary admission if the ACT composite is a 13 or 14. Below 13 ACT composite score, the holders may petition for a special review to see if an exception can be made for a probationary admission. All of this procedure is accomplished by the University's Committee on Admissions.

No special provisions are made for athletes.

Non-resident students may be permitted probationary admission provided the ACT composite score is between 15 and 19 and admission in good standing

with a composite of 20. If the score is below 15, the student may petition for admission.

University of Southern Mississippi

1. During the summer quarter students with 12, 13 and 14 ACT scores are admitted and most make a "C" average during that quarter in order to continue during the fall quarter.
2. Special Services Programs are similar to those discussed in Item 2 of Mississippi State University.

UNITED STATES' EXHIBIT 920

UNIVERSITY OF SOUTHERN MISSISSIPPI
BULLETIN

[SEAL OMITTED]

GENERAL CATALOG ISSUE
UNDERGRADUATE PROGRAMS
ANNOUNCEMENTS
1986-87

FALL SEMESTER OPENS AUGUST 27, 1986

University of Southern Mississippi Bulletin USPS-652-260 Published quarterly by the University of Southern Mississippi, Hattiesburg, Mississippi. Entered as second-class matter February 19, 1917, at the post office at Hattiesburg, Mississippi, under Act of August 24, 1912.

Volume 73 **Number 2**

(Published December 1, 1985)

ADMISSION REQUIREMENTS AND PROCEDURES

All communications regarding entrance to the **undergraduate** colleges and schools of the University should be addressed to the Office of Admissions and Records, University Southern Mississippi, Southern Station, Box 5011, Hattiesburg, MS 39406-5011.

Eligibility for admission will be determined when the application, ACT score, and scholastic records have been submitted. These items should be received before the deadline date of the semester for which the student is applying (see Calendar). The academic record, character, and conditions of application of the applicant must be in accordance with the rules and regulations of the Board of Trustees of State Institutions of Higher Learning and with the laws of the State of Mississippi. The applicant must have excellent moral character and must be willing to conduct his or her affairs so as to be a credit to the University. The University reserves the right to cancel the admission or registration of an individual whose attendance at the University, in the opinion of the appropriate administrative officer and the President, would not be mutually beneficial to himself or herself and to the institution. Any undergraduate applicant who is denied admission to the University may have his or her case reviewed by the Undergraduate Committee for Admissions and Credits. To initiate the review procedure, the student should contact the Office of Admissions and Records. Applicants should note carefully the law governing legal residence and the penalty for falsifying residence information. The law appears in the STUDENT EXPENSES Section of this **Bulletin. The University of Southern Mississippi does not discriminate on grounds of sex, race, color, religion, or national origin. These provisions also apply to handicapped individuals pursuant to current federal and**

state regulations subject to reasonable standards of admission and employment. All inquiries concerning discrimination should be referred to The President's Executive Assistant, Room 108, Administration Building, University of Southern Mississippi, Hattiesburg, Mississippi 39406-5177

All inquiries concerning admission to the University should be addressed to the Office of Admissions and Records, Southern Station Box 5011, Hattiesburg, MS 39406-5011.

ORIENTATION AND PREREGISTRATION: FALL SEMESTER

New fall freshmen and transfer students entering the University of Southern Mississippi are encouraged to participate in the summer orientation program, Mini-Quarter. The USM Mini-Quarter is designed to acquaint students with University structure, policies, procedures, physical layout, faculty, students, organizations, and academic programs. Activities scheduled during the program include the following: evaluation of credit for transfer students, placement testing, academic advisement, small group sessions, open house for organizations, scheduling of classes, and registration. Students pay fees when they return to campus in the fall.

Parents of freshmen are also invited to attend the summer orientation program. Special sessions planned for parents include discussions about University policies, including finances, housing, student activities, educational and recreational opportunities, and academic programs.

EARLY ADMISSION

The University will admit a limited number of highly qualified applicants after completion of the junior year of high school. To be considered for early admission, the applicant must have achieved an exceptional record on a

minimum of fifteen (15) units in an accredited high school, have the unqualified recommendation of his or her principal or headmaster, and have achieved a score of twenty-four (24) on the American College Test. A personal interview through the Office of Admissions and Records is required before a decision is made.

ADMISSION BY EXAMINATION

A student who has not been graduated from high school may be admitted if he or she achieves a standard score of forty (40) on each of the five tests or an average standard score of forty-five (45) on all five tests of the high-school level General Educational Development Tests and attain a minimum ACT composite score of twenty-four (24). The applicant must provide evidence that a high school equivalency certificate has been issued. The applicant should request the State Department of Education of the state which issued the certificate to provide an official transcript of the GED. The University does not award credit for the General Educational Development Tests, College Level.

ADVISEMENT

All new students are assigned to academic advisers and are given specific times to meet with their advisers for assistance in scheduling classes and planning programs of study to meet their individual needs. Assignment of advisers is based on the student's stated educational or career plans. Those students who have not established definite educational or career plans are assigned to advisers in the College of Liberal Arts. The Office of Recruitment and Orientation provides a program of academic and career counseling for prospective students of the University.

APPLICATION PROCEDURES FOR FRESHMEN

HOW TO APPLY

Each entering freshman applicant is required to:

1. Present an application for admission.
2. Submit, beginning with the fall term of 1986, an official high school transcript which states the date of graduation and which indicates credit in the following high school units in grades 9-12:

Subject	Units
English	4—All must require substantial writing components.
Mathematics	3—Algebra I, Geometry, and Algebra II.
Sciences	3—Choose from Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, and Advanced Physics. One of those chosen must be laboratory based.
Social Sciences	2½—Must include United States History and American Government.
Required Elective	1—Choose from a foreign language or mathematics or a science [chosen from the science courses shown above].

It is recommended that students also pursue two units of foreign languages, a unit mathematics and a computer science course during their senior year, and gain a level of typing proficiency.

A minimum ACT composite score of 15 is required for admission.

Any student with an ACT composite score of 24 or above is exempt from the Board's high school units requirement.

For the Fall, 1986, Semester and the Spring, 1987. Semester only, any student whose ACT composite score is between 15 and 23 may be allowed to enter with a maximum of three (3) deficiencies, one of which must be exempted with an 18 ACT subtest score in the appropriate area.

By Board policy, students allowed to enter the University with deferrals must pass a specified course(s) in the area(s) of the deferral(s) during their first term of enrollment. Failure to pass the specified course(s) during the restricted time period will result in dismissal from the University.

When the application, transcript, and ACT results have been received, the Office of Admissions and Records will inform the applicant of his or her admission status. If the student applies early in his or her senior year, a notice of admission status is issued as soon as evaluation is completed. In addition to students admitted with a fifteen (15) composite score on the ACT, the University may enroll a number equivalent to five (5) percent of the previous year's freshman class enrollees or fifty (50) students (for summer, fall, and spring terms) to accommodate talented and/or high risk students with an ACT composite score of nine (9) and up to the current minimum admissions standards.

WHEN TO APPLY

A high school student, especially one who is also applying for financial aid, is urged to apply for admission early in his or her senior year. The applicant should have his or her high school mail to the Office of Admissions and Records a transcript complete for his or her first six semesters. A student who applies during his or her final senior semester should provide a transcript complete for

the first seven semesters. The deadline for receipt of applications and all required credentials, including results of the American College Test, is twenty (20) days in advance of the session for which the application is being made. An application is processed as soon as possible after all required items are available. A notification of admission is then issued to the admissable student.

TRANSFER STUDENTS

HOW TO APPLY

Each new student who has attended other colleges or universities and who is seeking admission to an undergraduate college or school is required to file with the Office of Admissions and Records an application for admission (form to be obtained from that office). He or she should also request the authorities at each institution attended to send an official transcript of his or her record to the Office of Admissions and Records. The student who is applying with fewer than twenty-four (24) semester hours of college credit acceptable by this University must also have sent to the Office of Admissions and Records an official high school transcript showing the date of graduation. The applicant must also provide an official report of the American College Test scores directly from the testing service. Applications will be processed and admission status determined when all required items, including the ACT where applicable, are on file.

Any prospective transfer students who have achieved all of the standards as specified by the Board of Trustees for admission to the universities under the governance of the Board of Trustees but who choose to attend an institution not under the governance of the Board of Trustees may transfer at any time to an institution under the Board of

Trustees. This does not alter individual institutional requirements regarding transfer students.

Any student whose ACT composite score is below an institution's minimum required score and who has not been selected as a high risk student by the institution must attend an accredited institution of higher learning other than those under the governance of the Board of Trustees and must attain a C average (2.0 GPA on a 4.0 scale) in the following twenty-four (24) semester credit hours.

6 semester hours English Composition
3 semester hours College Algebra or above
6 semester hours Laboratory Science
9 semester hours Transferable Electives

The applicant also must show that he or she has earned an overall GPA of 2.0 on all course work attempted. Developmental courses in English, mathematics, and reading will not be accepted for transfer credit, or will the grades and hours be used in computation of the individual GPA for admission to the University.

Transfer students may be accepted from other institutions of higher learning only when the program of the transferring institution is acceptable to the receiving institution, the program of studies completed by the student meets the requirements established above, and the quality of work performed by the student is acceptable to the Board of Trustees. The authorities at the institutions under the jurisdiction of this Board are authorized to require acceptable scores on recognized tests for such transfer students. No student seeking to transfer during the midst of the session, quarter, semester, or trimester of the institution in which he or she is currently enrolled can be considered.

A student currently enrolled in another institution at the time he or she makes application for admission for the

following session to one of the undergraduate colleges or schools of this University should arrange to have forwarded to the Office of Admissions and Records an official transcript which includes a listing of courses in progress as well as all completed work. Transfer credit is accepted only from institutions of higher learning which are accredited by a regional accrediting agency or the Mississippi Association of Colleges.

The student must indicate on the application all previous college attendance. An applicant is not permitted to ignore previous college attendance or enrollment. A student who misrepresents information in filling out the admission application form or a student who finds after admission or enrollment that he or she is ineligible for academic or any other reason to return to his or her last institution and who fails to report this immediately to the Office of Admissions and Records will be subject to disciplinary action, including possible dismissal from the University.

At the discretion of the executive officer, the University may allow a limited number of high risk transfer students to enter who have not met the entire 24-hour transfer requirement. This number shall be no greater than a number equivalent to five percent of the previous year's (for summer, fall, and spring terms) first-time transfer students. Each high risk student must have achieved a minimum of fifteen (15) transferable semester hours, with a minimum grade point average of 2.0 on a 4.0 scale. These fifteen (15) hours must include six (6) hours of English Composition.

WHEN TO APPLY

The application, required credentials, and the ACT results (when applicable) must be on file in the Office of Admissions and Records not less than twenty (20) days in

advance of the session for which application is being made.

ADMISSION PROCEDURE

When the application, all required credentials, and the ACT results (if applicable) have been received, the Office of Admissions and Records will provide the applicant a notice of admission status.

Transferred credit will be evaluated after admission status has been determined. If an evaluation is received prior to registration day, the student should bring it for use during advisement. Otherwise, the student should contact the Office of Admissions and Records upon arrival on campus for the purpose of attaining transfer credit evaluation.

GENERAL TRANSFER REGULATIONS

The University requires a grade average of C in all previous college work. The applications of students whose records do not meet the indicated requirements may be subject to review by the Director of Admissions or the Admissions and Credits Committee.

A student under academic suspension from another college or university may not enter the University of Southern Mississippi during the term of his or her suspension. Upon termination of the suspension period there is no bar to admission if he or she is eligible in other ways.

In general, students under disciplinary suspension are not admitted to the University of Southern Mississippi.

Students from fully accredited institutions ordinarily will be given full credit for work transferred into the University, insofar as the courses taken are the same as, or equivalent to, courses offered in the college or school in which the student enrolls in this institution.

Credits transferred from an accredited junior college will be accepted as determined by the college or school in which the student is enrolled. In accepting junior college credits, no courses will be considered as above sophomore level. Credit earned in institutions which have not been fully accredited is usually accepted on the same basis set by the university designated as the state university of the state in which they are situated. When acceptance of credit on a validation basis is indicated, the student will be required to validate such credit by at least a 2.0 index on his or her first 12 semester hours of residency study here. Examinations for the validation of credit may be required.

UNITED STATES' EXHIBIT 934

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

CIVIL ACTION NO. GC 75-9-K

JAKE AYERS, SR., ET AL., PLAINTIFFS
UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

VS.

WILLIAM WINTER, ET AL., DEFENDANTS

DEPOSITION OF F. KENT WYATT, Ph.D.

APPEARANCES:

ALSEE MCDANIEL, ESQUIRE
North Mississippi Rural Legal Services
Post Office Box 858
Greenville, Mississippi 38701

REPRESENTING PLAINTIFFS

DONALD M. LEWIS, ESQUIRE
United States Department of Justice
Civil Rights Division—Education Section
Washington, D.C. 20530

REPRESENTING PLAINTIFF-INTERVENOR

ED DAVIS NOBLE, JR., ESQUIRE
Assistant Attorney General
Post Office Box 220
Jackson, Mississippi 39205

REPRESENTING DEFENDANTS

Deposition taken at the instance of
the Plaintiff-Intervenor, in W. M.
Kethley Hall, Delta State University,
Cleveland, Mississippi
April 28, 1980, 9:45 A.M.

ALSO PRESENT: LeVern Younger, Paralegal
United States Department of
Justice

[63] * * * * *

students at what level on admissions examinations, at what level were those students likely to be able to do passing work at Delta State, and through that research we found out the students that score below 15 had to have some unusual desire or goal or something else that motivated them if they were going to do passing work. And we feel a real obligation to any student that we take at Delta State that they should, if they apply themselves, be able to graduate and achieve their goal at Delta State. I don't think it's fair to admit a student who has no chance of success, no matter if he puts forth his maximum effort. So that was the reason that we developed the admissions policy. So that is our admissions policy that is established by the board of trustees.

Q. So you no longer have this summer program?

A. No. What happens now, it has to be one of those 50 students, and they can enter in the fall or they can enter in the summer, and it counts as one of our 50.

Q. Do you know if the students who previously had been admitted to Delta State because they had taken the ACT and gotten a score between 12 and 15, but were admitted based on work done in the summer, do you know what percentage of those students were black students?

A. I don't know. Now I can check and see if we have that kind of data, if you want it, but I really don't know. [64] I know some are black and some are white, but I just really don't know. Do you want me to try to get that for you?

Q. If you could check on that.

A. If we have it, I'll be glad for you to have it.

Q. Okay. Would you have any idea whether or not the number of those students who would get into the university because of that summer work would be greater or less than 50?

A. I can tell you this past year it was 60.

Q. It was 60.

A. So it will be a slight reduction for us.

Q. Would you suspect that the change in the admissions criteria would have any adverse impact on your ability to admit black students?

A. No. I don't think it's going to have any significant change for Delta State. We might be 10 students off, but I don't think that would be a breakdown on black and white so that we'd notice it. I think it's going to be pretty virtually the same as what we've had.

Q. At whose initiatives was the admissions policy changed? Is that something that was proposed by the university or something that was voted by the board?

A. It was proposed and voted by the board.

Q. Proposed by the university?

A. No. No. Proposed by the board and voted by the

* * * * *

UNITED STATES' EXHIBIT 936

DEPOSITION OF THOMAS MEREDITH, EXHIBIT 104

BOARD OF TRUSTEES BY STATE INSTITUTIONS OF HIGHER LEARNING

Non-Approval Action by Board of Trustees On Academic Program Requests January, 1974-August, 1980

Institution	*Date*	*Program*	*Degree*	*Action*
ASU	1/75	Nursing	B.S.	Delay
	8/76 & 1/80	Elementary Education	Ed.S.	Deny
	8/76 & 1/80	Secondary Education	Ed.S.	Deny
	8/77 & 1/80	Communications	B.A.	Deny
	8/77 (Approved 1/80)	Education Psychology	B.S.	Deny
	8/77 & 1/80	Criminal Justice	B.A.	Deny
	1/80	Telecommunications Technology	B.S.	Delay
	1/80	General Science	M.S.	Deny
DSU	8/76	Church Music	B.M.	Deny
	8/76	Community Agency Counseling	M.S.	Deny
	2/77	Community Agency Counseling	M.S.	Defer
	1/78	Environmental Science	B.S.	Delay
	4/78 (Approved 1/80)	Environmental Science	B.S.	Deny
JSU	8/76	Computer Science	Ph.D.	Moratorium*
	8/76	Urban Development	Ph.D.	Moratorium*
	8/76 (Approved 8/79)	Early Childhood Education	Ed.D.	Moratorium*
	2/77	Botany	B.S.	Defer
	2/77	Zoology	B.S.	Defer
	8/77	Statistics	M.A.	Deny
	4/78 (Approved 8/79)	Early Childhood Education	Ed.D.	Delay
	4/78 (Denied 8/79)	Elementary Education	Ed.D.	Delay
	4/78	Reading	Ed.D.	Delay
	4/78 (Denied 8/79)	School Administration	Ed.D.	Delay
	8/79	Pyschology	M.S.	Deny
	8/79	Secondary Education	Ed.D.	Deny

* The Board of Trustees established a moratorium on new doctoral degree programs at its April 15, 1976 meeting. The Board, at its meeting of January 19, 1978, voted to consider lifting the doctoral moratorium at the April 20, 1978 meeting. At the April meeting, the moratorium on Jackson State University's request was lifted, but the Board also voted to delay any action on their request until after the role and scope of the universities had been established.

BOARD OF TRUSTEES BY STATE INSTITUTIONS OF HIGHER LEARNING

Non-Approval Action by Board of Trustees On Academic Program Requests January, 1974-August, 1980

Institution	*Date*	*Program*	*Degree*	*Action*
MSU	8/76	Communications	M.A.	Deny
	8/77	Communications	M.A.	Deny
	8/77	Corrections	B.A.	Deny
	8/78	Forestry	Ph.D.	Moratorium*
MUW	8/76	Home Economics	Ed.D.	Moratorium*
	1/78	Home Economics	Ed.D.	Delay
	4/78	Home Economics	Ed.D.	Moratorium*
MVSU	8/77	Recreation	B.A.	Deny
	8/77	Special Education	B.S.	Deny
USM	1/78	Public Administration	M.P.A.	Deny
	8/80	Child Development	2 year	Deny
	8/80	School Lunch Management	2 year	Deny

* The Board of Trustees established a moratorium on new doctoral degree programs at its April 15, 19[illegible] meeting. The Board, at its meeting of January 19, 1978, voted to consider lifting the doctoral moratorium at the April 20, 1978 meeting. At the April meeting, the moratorium on Jackson State University's request was lifted, but the Board also voted to delay any action on their request until after the role and scope of the universities had been established.

[35] **UNITED STATES' EXHIBIT 937**
Deposition Testimony of Dr. James W. Strobel

* * * * *

Q. Does that set forth the new admissions requirements that you were referring to just now?

A. This action is an MUW response to our own admissions' standards and policies.

Q. I see.

A. The actions that we were referring to track this. In other words, they are the same for this institution; but it went. . . the Board action went into other universities as well as the "W" in terms of redefining and updating [36] admissions standards.

Q. Perhaps you can clarify this for me. This is action taken in March of 1979—

A. Um-hmm.

Q. —by *MSW* with regards to its admissions requirements?

A. Right. And in essence it is a reaffirmation by the institution of the expectation through Board minutes that already existed for MUW. In other words, the "W" has been expected to be at ACT minimum of 15 which this reaffirms.

Q. For how long? How long was that expectation in existence?

A. I would have to get all the minutes out, but probably for several years.

Q. I see.

A. This action reaffirmed our commitment to the admission standards and the quality of the student body as an administrative action resulting from our task force for advancement which was comprised of students, alumnae, faculty, administrators that worked for a year on the future of the institution. So, this states our admission

standards and is approved by the Board of Trustees. Each university, as you probably know, has the option of operating admission standards as they choose to do so if approved by the Board if [37] they are not below the minimum set by the Board. For example, the Board has a minimum requirement for baccalaureate nursing of 18 which falls the case for all the institutions that have nursing programs. So, we might wish to recommend a ACT of 20 at the "W"; and if we did so and decided to do so, it would require Board approval; but we would have that option to bring that to the Board.

Q. And what is the minimum Board requirement for the "W"?

A. Fifteen with the proviso that I mentioned of 50 students or five percent of the preceding freshman class eligible for admission under 15 down to the ACT of 12 as this policy defines.

Q. Now, in reading the task force report, I got the impression that this was not the practice at the "W" for the years preceding that statement? Is that true?

A. Yes.

Q. Can you explain? I'm somewhat confused. It appear that the Board of Trustees had a minimum of 15, but the 'W" was not enforcing that minimum?

A. That's correct, essentially.

Q. Was this situation part of what the Plan talks about in terms of accepting students whose credentials don't meet the strict admission standards of the University?

A. Which Plan?

[38] Q. The Plan of Compliance of 1974.

A. I don't know. I don't know the answer to that question.

Q. I'm trying to understand how the situation came

about. For a period of years past the Board set minimum requirements for the various institutions. Did it reaffirm those requirements in 1979? What happened in 1979 that motivated the "W"—

A. Well, as we state in our initial paragraph, a year of intensive self-analysis including an analysis of our student profile: Who they are. What their success rates really are, and whatever, as set forth there preceded this reaffirmation of our commitment to our policy on admissions.

* * * * *

[72] **UNITED STATES' EXHIBIT 943**
Deposition Testimony of Dr. John A. Peoples, Jr. (11/25/86)

A. Well, obviously the funds were never sufficient to do all the things proposed in here. What I did was to go out and seek funds from outside agencies and I received considerable funding, as the record will show, from foundations and the federal government to move Jackson State ahead as well as we could.

We did apply for accreditation from the American Assembly of Schools of Business and we got two Kellogg foundation grants. The reason we could never get accreditation is because we had no building, we couldn't house the program. So when the consultants came down and said you have a find program going here and you've done quite well in building up your faculty and your program, but you don't have a building and so this building is not – what you a have here is inadequate for accreditation. So we never got accreditation while I was there because we never was able to adequately house a program to the satisfaction of the accrediting body.

Q. Dr. Peoples, I'm going to ask you this. Do you sense a serious – on that point, do you sense a serious flow of racism in not allowing you business – not allowing you adequate funds and resources for business? Because I recall, and this is a statement that Dr. Cooly and many other people were eminent in their field and if you're going to help blacks, if you're going to be an urban university, ain't no [73] way in the world you can build an urban university without a business school. So I'm asking you, what – I mean during this period, –

A. Well, –

* * * * *

[74] Q. Dr. Peoples, it's been objected to race and

racism, but this case is about race, as far as I'm concerned. I might ask you again, isn't it – could you give us on this record for the judge the reasons, whether pretentious or otherwise, that the College Board refused to give you adequate resources to get your business school off the ground? That's the first one. I guess the second question is how can you be an urban university without a business school that's accredited and flourishing?

A. Well, the College Board promulgates its list of priorities for capital outlay each year and, on the basis of their own, I guess, deliberations, they arrive at a listing of priorities, number 1, 2, 3, 4, down.

Q. Do you submit it? Do they –

A. No. Each president submits his request for capital outlay items listing them by priority. Now, although I may have this School of Business building as number one, when the College Board receives from all of the other eight institutions their requests and they have numbers one, two, three, their priorities, then the College Board arrives at its own listing of priorities and, whereas the School of [75] Business may be number one on my list, it may be number 25 on the College Board's list of priorities. So I was never able to get this School of Business edifice up into the top ten items of the Board's priorities and so, consequently, when the Board submitted its list to the state legislature, it never included at a high level of priority Jackson State's School of Business.

Q. And I'm asking you, I mean, is there a serious flow of racism there and, if you don't know, you don't know; but from 1974 this plan has May 28, 1974. Your employment was separated, at least from Jackson State, 1984. That's ten years. Now, in this plan, it say the Board has approved – well, before we get to that, the top priority say Jackson State University will initiate efforts to obtain

accreditation in its business curriculum and et cetera. You've testified here that most all that was completed, but you couldn't get your school accredited because of, among other things, a building.

A. That's right.

Q. And I'm saying that was ten years and, during that whole process, you—I mean, did you ever withdraw business from being a priority?

A. No. It was number one with us. As I told you, we went out and got extra funds from foundations in order to hire faculty. So we were able to hire faculty. Now, the [76] foundations assume that your state is going to pick this up, said we're going to give you a grant for three years and we expect the state to pick this up at the end of three years and carry this forth. I said, well, yes, I think they will, since this is one of their priorities. Now, we got two consecutive grants from the Kellogg Foundation, but there was never a time in which we got anything above the ordinary especially for the School of Business from the College Board. They just gave us our regular appropriation and we decide how we're going to use it.

Now, as regards the building for the School of Business, it was on the list of my requests, I would say, every year on up to the time I left there. It never got top priority from the Board, so we never got any appropriation. They never went to the legislature and sought it for Jackson State.

Now, toward the end of my tenure, the last five years, the Board became restrictive on presidents lobbying. In the early years, presidents were allowed to go before and make contacts with legislators. Now the College Board passed a regulation which said that the College Board will publish, promulgate it's list of priorities and that the presidents are hereby instructed to abide by this list of priorities and they will not contact any state officials, the

governor, the legislators, without permission or going through the College [77] Board. So we were not able, at least during those, say that last five years of my tenure there, last two years of it, to go and lobby as I had done for that Assembly Building and the science building and the library and all that stuff we had gotten in those other years. So I was handicapped. I had to just go by what the College Board put out and it was very dangerous. You're liable to be fired if you go— but I did anyway, but the point was you could not go out there and lobby.

Q. Dr. Peoples, this question may be mixed because I am at the Plan of Compliance and implementation, maybe it's not mixed, but I'm asking you on this record for the court in this case, I contend that Ayers plaintiffs have contended all along that all of this was just racial discrimination, but I'm asking you point blank how can Jackson State carry out any Urban Mission in Mississippi, the poorest state in the nation, without an adequate business school? I want to know how you can perform that mission exclusive of a business school that's viable?

A. Well, unless they gave you some other programs. Now, if it's—certainly in an urban center such as Jackson, which is the banking center of Mississippi and which is the major shopping area in which—and you have all of these industries around here, there is certainly a need for people adequately trained in the various facets of business and economics.

[78] Q. Isn't that the number one priority in terms of the black community?

A. It's certainly one of the principal areas where blacks have been underrepresented. Say in accounting, fields of that sort, blacks have been underrepresented. One of the things we did in the School of Business that we had—with what we had was to emphasize our students

passing the CPA examination. So I told our deans of the Schools of Business that I want you—I said to them I'm embarrassed. I'm embarrassed that we don't have a single graduate who is a CPA and I want you to make this your prime priority, to get some CPAs out. So what we did was to beef up the curriculum and put into the curriculum mathematics through the calculus for the people in the School of Business, not just basic math.

Q. Did you get any?

A. Oh, yes.

Q. How many?

A. I don't know how many are out there now, but we broke through that barrier, oh, possibly, oh, maybe eight years ago. We had had one or two to struggle through, but they—but my point was we wanted them to get out there en masse. I was tired of looking up there and seeing Delta State may get ten CPAs, we'd only get one. What's wrong? Something is wrong. So it was a matter of we had a weak curriculum and we had poor faculty, which we hadn't had. So what I did was I got outside [89] white outstanding faculty that they want to bring to their institution, the College Board's rules will allow them to do so if they can justify it in terms of here's a person who is qualified, he's outstanding, we need this person, we'd like to pay him $50,000 and make him a distinguished professor and so on, they can do it.

Q. Dr. Peoples, now we are at January, 1975 and Ayers versus Allain has been filed. I'll skip now to I think 1980-81 and I think the appropriate starting point would be the Mission Statement. No, I need to start before then. Well, the mission, when was—may I ask you when Jackson State received its Urban Mission? Was that with the Mission Statement?

A. No. We had it before the Mission Statement.

Q. Could we start with—I want to emphasize the Mission Statement and come forward, but could you start first with the Jackson State Urban Mission and the formulation

of that leading to the Mission Statement, please?

A. Yes. Well, I would say at least a year, maybe two years before the College Board put out its Mission Statements, I submitted to the Board a proposal that Jackson State University be considered an urban university. I did this in an – for two reasons, one, because of our urban location, I felt it was appropriate and it would help us in trying to exploit our location and, two, there had been introduced in [90] the United States Congress a bill called the Urban Grant, the Urban Grant Bill, which was going to be somewhat analogous to Land Grant; and that was a proposal that there would be established in each state at least one and possibly two Urban Grant institutions and they would receive, on an annual basis, funds from the federal government to do research in urban situations on the same basis as the Land Grant schools do research in support for farms and so on.

Q. Stop there. But do you know under what senator or what house or what was that bill, who shared that one?

A. No, because we're going back too far, but copies of the bill were in my file at Jackson State and I don't know where they are; but anyway, I took a copy of this bill to the Board, showed them what I was proposing and said that we would like to be in position to be for Mississippi the Urban Grant school. I went to at that time Representative Cochran and made him aware of it to bird-dog the bill and I went to Senator Stennis, you know, and said that we want to be sure that Jackson State is the Urban Grant school and then I proposed to the College Board how Jackson State's curriculum may be oriented toward becoming an Urban Grant school. I said we're going to have to do research in urban problems. I got a grant from the Mott Foundation to establish at Jackson State the Center for Urban Research. This is before the Mission

Statements ever came about. And I proposed to the College [91] Board that Jackson State be given several degrees. One degree I said would be the Doctor of Education in the administration and teaching of urban schools based upon the assumption that we would train these administration teachers to be principals and teachers in centers, say, in New York, Chicago, be at New Orleans or Jackson, where you have a lot of problems in trying to administer schools in an urban community.

Q. You said three degrees.

A. The other one, I said since we are located in the communications center of Mississippi, having the three major TV outlets and having the ETV authority, that—and I asked for the Master's and Ph.D. Degree in communications and then the other one was the Master's Degree in social work. I said, since at that time the Board had not given anybody through any Mission Statement the social work program, the Master's in social work, so we asked for a Master's in social work since Jackson would be the natural laboratory for social work and—

Q. Did you get these?

A. But even—and I went further. I said to do this, we need to have built into the formula some way to give us the funds for funding all of these. So therefore, the formula needs to be changed because Jackson State has to compete, say, in Jackson for staff. We lose—we are just a training ground for secretaries. Every time we get somebody trained, they're taken away by the people in Jackson, businesses in [92] Jackson. So I asked them to change the formula to put in factors which would give us the extra funding needed to be an urban university and the Board agreed to one phase of that. They agreed that we could be called an urban university, but not in the formal sense. They did later on—and they did make one change,

that they agreed to give us—there's a research factor in the formula to put us on the basis of receiving money for research. I think it was about three percent of your instruction would be used for research. So we got that. Now, later on, when the Board began to develop its Mission Statements, Jackson State was given the formal designation urban university without any of those programs that I had asked for. They just said urban university.

Q. Who got social work?

A. The University of Southern Mississippi.

Q. Why didn't you get social work?

A. I don't know. All I know is that we didn't get it. I asked for it.

Q. Did you ask before they asked?

A. Probably simultaneously. I don't know when they asked. I'd have to take that out. I don't know when they—because, see, Mississippi State asked, Southern asked, Ole Miss asked, all of us were asking.

Q. But they hadn't acted at the time or—In other words, when you went there, they had not said social work goes [93] to Southern Mississippi?

A. Well, see, the Board had not, until the Mission Statements, decided to give a so-called lead. All of us had small programs. We had a Bachelor of Science Degree in social work, but not the Master's Degree. The Board had not decided to give a school the lead. So the Mission Statements gave institutions the lead and said the Board is going to give you the leeway to move on to excellence in this area and get a Ph.D.

Q. Did they give you the lead in anything?

A. No.

Q. Did they give any black school the lead in anything?

A. I'm not aware of any lead or—they just said we're the urban university.

Q. What was the Mission Statement to you? Was the Mission Statement advantageous to black schools or disadvantageous?

A. I won't talk about the black schools. I'll talk about Jackson State. The Mission Statement, as given to Jackson State, said we were the urban university. Now, when the question was put as to whether or not we would have any specific programs or leadership roles, I was told to come forth with programs and they will consider them.

Q. But you already submitted programs.

A. Well, I came forth again.

[94] Q. What, if anything, occurred?

A. I came,—well, I came forth again with this proposal.

Q. That is the program and Ph.D. in education, Ph.D. and Master's in communication and the social work Master's?

A. Right.

Q. Was it any other program?

A. I think I was asked one day to stand before the Board and I told them that again verbally, but at any rate, none of those were approved.

Q. Dr. Peoples, I don't know what an urban university is. What is an urban university and what is Jackson State?

A. It was very firm in my mind what it was.

Q. Could you tell us?

A. I went so far to tell you right now that I conceived an urban university as a university which provides education and service to an urban community and Jackson, Mississippi and its environs, that is metropolitan Jackson, is the only truly urban center in Mississippi; and I conceived of it as providing research and service.

Now, what we did, here are the steps we took. I went to the school superintendent, Dr. Fortenberry, and signed

with him an agreement, a memorandum of understanding, to provide research and service to the school system anticipating that the Board was going to approve of this degree program and [95] anticipating that they pass that legislation. I went to the County of Hinds, sat down with the supervisors, signed a memorandum of understanding which was anticipating that we were going to be an urban university with the programs that serve it. I went to Packard-General Motors. Packard-General Motors, they agreed to allow Jackson State to use their facilities to upgrade, help upgrade their workers in the fields of business and technology and they would even—they even went so far as to provide the teachers, that we'll let you use our engineers to do the teaching if you will certify them as teachers.

Now, when that proposal went before the Board staff, they said that Jackson State needs to stay on its campus and we didn't have permission to go off the campus to do any teaching at all.

Q. Doesn't other schools go off campus?

A. I'm just telling you what they told me. So when we did that—well, anyway, they agreed to come on our campus and do the teaching. I'm telling you that we were trying to be the urban university. I was doing this on my own. And so there in Jackson State's files right now, if they can find them, these MOUs, that memorandum of understanding or agreements with Jackson Public Schools, the County of Hinds and you know about the lost laboratory thing—

Q. No, sir. I don't know about loss, I don't know about [96] computer science, I don't know about nothing.

A. Well, I won't try to get too far because I'm just trying to tell you—

Q. I want to know what an—Dr. Peoples, I have to

say this. I have to. Each time we, and we is the plaintiffs in Ayers or black Mississippians Council for Higher Education, go to the Board of Trustees and we ask for definition, they act like they have amnesia, I'll say on this record, or they just don't know. I—We've asked on countless occasions about the business school at Jackson State and, well, they can carry their Urban Mission without a business school. Well, we don't fund—Barlow specifically stated on several occasions he did not know what an urban university was. He was the one. So I'm asking you on this record so Judge—whoever tries this case, the Court of Appeals, will know what was envisioned in an urban university. Because, as I understood it, there was something about computer science, you're talking about—

A I was about to say for computer science, we got an agreement with Bell Laboratories in Manville, Illinois to help upgrade our computer science program, that they'd bear the fruits of that right now and I went up there and talked with them and they agreed not only to hire our graduates, but to provide for us professors for free and they would equip our laboratories and they have them out there right now, I think, and they would also agree to put us on the list of favored [97] schools, although we were not—they normally put schools with engineering degrees on that list, but after I talked with them, they said that they would put our computer science program on the same basis as engineering; and so through the agreement with Bell Lab, which is a part of AT&T, this is all part of my efforts to build up this urban university. So computer science, business, IBM agreed to provide us free business professors.

Another aspect of this also, there was no meteorology program in the entire state. So I went to the National Weather Service and asked if they would help us. I went

back to the College Board. They said yes. The College Board agreed that we could have Bachelor's Degree in meteorology. The National Weather Service, which is NOAA, is the acronym for it, provided us, over a five year period, up to two professors in meteorology with the anticipation that the state would take it over and keep the program going after they withdrew their people. So we gave out some degrees in meteorology. Now, when the professors dried up and NOAA said well, look, when is the state going to take it over, well, the state never did give us no money for it and so--

Q. Who's doing meteor--

A. Meteorology?

Q. Who's doing meteorology now?

A. I don't know. I think it's dead. I don't really [98] know. All I know is that, in trying to build an urban university, I was trying to get programs in which blacks had been underrepresented, which would help black students in an area such as Jackson to be viable participants in the various fields. So I was trying to tell you what I conceived of as an urban university, which had viable programs and which, when students get their degrees, they can become contributing citizens in this area.

Q. Well, Dr. Peoples, I heard last Saturday from one of your--one of Jackson State's alumni and they were upset and made a statement that Jackson State computer science program, and I think they say data processing, I'm not sure, computer science, data processing, same, but say, when you came to Jackson State in 1967 and during that early period, that Jackson State computer science was among the best in the state and that there was only two computers of its type, I don't know what that is, in the state or in Jackson in the early years. Is that--Could you direct me in the right direction? Did you have an early

computer science or data processing and, if so, was it of great quality and where is it now among—

A. Well, I certainly wouldn't go so far as to say that we were the best. As a matter of fact, when we started off, we were at a very low ebb. We didn't have a degree program. We had—what we had was a Bachelor of Science in mathematics with a minor in computer science.

[99] Q. When was that?

A. That's when I first went there.

Q. In the 60s?

A. 67.

Q. Okay.

A. We moved the program to a degree program I think within a period of maybe a couple years. We offered a Bachelor of Science degree in computer science and—

Q. That was in the 60s though?

A. No. It was in the 70s, early 70s. Now, I had no way of knowing what the other schools were doing. I was trying to build Jackson State and we moved the program ahead by these various things I spoke of, working with IBM. IBM would provide us a free faculty on a year's basis, a free computer scientist. AT&T, through its Bell Laboratories, would provide us free professors and we were able to upgrade the program in that manner. We got some free equipment from AT&T.

It came to the point where among—I know among the smaller institutions—in fact, we got a grant from the National Science Foundation to help upgrade data processing in several institutions including Alcorn, Mississippi Valley, Hinds Junior College and Mississippi College and I believe Millsaps, too. We got a grant which allowed us to bring their staff people in on weekends to train under our computer scientists. So we helped all of them to get started. So we [100] at that time were considered ahead or

at least on par with anybody in the state.

Q. Is that the case—was that the case at the point you parted at Jackson State, and if not, could you—

A. No. At the time—what happened was that with our not—we weren't able to keep up because we didn't have the funds.

Q. Did you request funds?

A. Of course, we asked for funds, but I would say just offhand that Mississippi State has a superior program to Jackson State. They have engineering. See, you've got to support these programs with other programs like engineering and so on. So Mississippi State—we're probably number four now. I would say that Southern's program perhaps has surpassed ours now.

Q. In computer science or what are you—

A. We may be superior to Southern. I take that back. But it would be hard for Jackson State to be ahead of Mississippi State, which has a strong engineering program as well as computer science because these things are interrelated. So it would be very hard. Or the University of Mississippi, because they get—their budgets, as you know, are tremendous and they get a lot of research money that we can't get since we don't have Ph.D. programs. Now, if we could have got a Ph.D. program, you can attract a lot of [101] funds.

Now, Jackson State has a very good program and I would say that, if you were to look at schools its size, you'd be hard pressed to find a school that would be better than Jackson State within its peer group, but when you go to the major universities, no; and so I would guess that we do not have a program as good as Mississippi State or Ole Miss, not at this time.

Q. But the question was in the beginning, you were on par?

A. In the beginning, we were more or less on par. Before they began emphasizing computer science, yes, we were more or less on par, but when it becomes a matter of a hardware, a matter of getting extra funds, getting teachers, –

Q. Well, did you ask for a doctorate in computer science?

A. Yes.

Q. During this –

A. Yes, we did.

Q. And what happened to that request?

A. It just wasn't ever approved.

(Recess)

Q. Dr. Peoples, was Dr. Jesse Lewis one of the pre-eminent scholars who was associated with your early

* * * * *

[110] there were students who wanted to enroll in Jackson State that could not enroll because they didn't have any housing?

MR. NOBLE:

Objection, Counsel. You're leading the witness.

MR. CHAMBLISS:

I note it for the record. I'll rephrase the question.

Q. Is it not true, Dr. Peoples, that on diverse years, I guess since 79 or during this period, there were many students that you could not find housing for or the placement or Jackson, whoever's responsible?

MR. NOBLE:

Same objection.

THE WITNESS:

A. I'll say this. At Jackson State, I was able to get, during my administration, two dormitories, one the very second year, in 19 – well, I say the very first year, under Governor Paul B. Johnson, we got the first dormitory and I asked for dormitories almost every year thereafter and

we never got another dormitory funded by the state. We got a dormitory funded by HUD, which is the girls' dormitory called the HUD Dormitory. It's the girls' dormitory at Jackson, got that in 1982. So from 67 to 82, I got one dormitory in 67 and one in 82 and the one in 67 was funded by state bonds. The one is 82 was funded by a grant from HUD.

[111] Now, let me go further to say, all during that time after Jackson State began to grow so fast, we improvised. We were housing students four to a room, four to a room, and using those old barracks that were a part of war surplus that we had put up back during the 40s. We eventually tore those barracks down, but we're still using Jones and Sampson, which were both really barracks that had been brick veneered, but we were housing students three and four to a room and I assume they're still doing it.

See, that was always a handicap, when parents came to Jackson State and saw their girls, in particular, sleeping four to a room and no place to put their things. So that was always a handicap, as it perhaps is now, in getting people to come to Jackson State when they can go other places where they have nice dorms.

Q. That's the question. Isn't it true, Dr. Peoples, that you have Jackson—you have other schools that have facilities and they were building during this time and dormitories? I know the University of Mississippi, because I live in Oxford, I know they have empty dorms. I know that. Were these factors ever discussed with the College Board, the inability for Jackson State to remain competitive in terms of getting and retaining students?

A. I always, in my presentation to the Board for additional housing, presented to them the concerns and [112] evidence of our overcrowdedness in terms of how many we're sleeping to a room, our increased enrollment and the

inconvenience of having students cramped up for space and complaints many students, as well as parents, had about their children not having adequate facilities. I always complained about that to the Board in writing as well as verbally to them over the years.

Q. To no avail I would assume?

A. Well, the fact is I got two dorms, one the first year.

Q. State and federal?

A. And one HUD.

Q. Okay. Fine. Directing your attention again to the Mission Statement—well, the previous question I'm not sure I got an answer. Maybe I did, but are you willing then, Dr. Peoples, and I'm just—I just want to be clear. You've given us three factors, admissions, out-of-state tuition and the foreign student crisis. Is there another factor that's called housing or would you not put that—

A. Which caused enrollment decrease?

Q. Yes.

A. Well, the other factor was competition. In the last decade, the historically white schools have recruited high achieving blacks intensely, intensely to the point where Mississippi State has more black students than Mississippi [113] Valley. The same could be said of the University of Southern Mississippi. So whereas we used to be assured of getting—

Q. That's not true now.

A. I don't know about now.

Q. It's declined.

A. Whereas Jackson State always could be assured of getting almost all of the high achieving blacks we went out and recruited and gave scholarships, now it's not an assured thing. When you go after a black kid who may be a Merit scholar or high achieving scholar, he has options all over. In particular, he has offers for scholarships not

only from the white schools here, from all over the country, but in particular, we have intense competition for the high achievers from the intrastate white schools. So that brought about one decrease because as we began to try to get more and more high achievers and less and less low achievers, high achievers were not out there all the time.

Q. But I'm not sure I follow because isn't it a fact, Dr. Peoples, that there's no way in the world you're going to get a Ph.D. from—I'm sorry. There's no way in the world you're going to get a high achiever wanting to major in business come to Jackson State without an accredited business program? Isn't that—I mean, that's a fact. I mean, the competition—isn't competition competition when you're equals?

* * * * *

[149] Q. But you're urban. What's the difference in a center of excellence and an urban university? I don't understand how a center of excellence gets 3 million dollars, for example, and an urban university—

A. To be sure, on or around 1982 we did go to the Board and manage to get into our budget a request for a special appropriation for the Urban Research Center. That's when I got the appropriation, when I got the grant from the Mott Foundation and they said, now, we're going to give you this grant, but we expect the state to match it, to pick this up. So we set up at Jackson State the Center for Urban Research and then I went to the Board asking for that support and I believe that what really happened is that we just never got [150] any money extra for it. That's all.

* * * * *

[59] **UNITED STATES' EXHIBIT 944**
Deposition Testimony of Dr. Ernest A. Boykins
9/14/79

* * * * *

Q. Why do you think that's the case that white students who would go to a traditionally black school would be a commuter—primarily commuter students?

A. Well, I think that this has been a more or less of a pattern of the country, either by design or by choice, that we've segregated ourselves based on where we live. Like I say, here again, by design or by choice, and of course, I think that one of the difficulties is the fact that there might be a—I'm sure that there exists among some white students a [60] fear of living with blacks in a black community, and the fear itself may not necessarily be a necessarily a physical fear. It could be one of a psychological fear of not being able to adjust to a kind of climate that possibly exists. There is a difference—there is a great deal of difference between going to sit in a class with an individual than it is to sit and to go to bed and to live in the same room with an individual. I mean, I don't—there is a difference even if you are the same race, and certainly with a different race, different background, and coming from different behavior patterns, and so forth, I'm certain would be factors that would influence a white student not wanting to live on campus. It has been shown also that most of the white students who do live on campus are students themselves who participate in special programs, athletic programs, marching bands, and things of this nature. Now, this has been our case that the students who have lived on campus are students who are either in the marching band or part of our athletic program.

Q. Is it your feeling that white students are still reluctant to go to schools with predominately black enrollment?

A. Yes. I think there is some reluctancy about it on the part of some white students for many different reasons.

Q. What are those reasons?

A. One reason is the fact that society for many cases, almost traditionally, described black schools themselves as [61] second kinds of—second class citizens; that they are not able to produce a quality product or graduation; they don't have the resources to produce a person itself that can move into the main stream of higher education. Many students themselves, many other-race students, also don't attend because of the fact of the sociological pressures that come from within their peers of attending an institution. So I think in many cases you will find that some students do have a desire but there is a sociological pressure, a peer pressure, coming from within their own community that would prevent them from going, and of course, I would imagine—it's my opinion where I may not be able to document this—that the more liberal a community is, the more apt that a student is able to resist this, whereas a community itself that's conservative would be less apt to resist this kind of pressure from its peers.

Q. Do you think parents and parental choice may be a factor?

A. Certainly.

Q. Would you explain that further?

A. When I use the peer influence, I include parents as a part of this, and of course, tradition plays a great role too in terms as to where students attend college, and of course, most black students themselves are first generation college students and consequently parents themselves in terms of trying to promote a tradition, there is no tradition to [62] promote, because most of them did not go to college. On the other hand, white students themselves traditionally have had access to higher education and they have attended universitites. I mean it's been sort of a family line

here, and so tradition itself is a factor that's involved also. So parents here again, either by design or by choice, certainly have an impact upon students choice of. . .

Q. Are these decisions made based on perceptions of the institution, based on its enrollment, predominately black enrollment?

A. I think—you mean by white students?

Q. Yes.

A. Certainly some decisions are made based on the perceptions that they give to the institution. I mean as they perceive the institution, and I think I've cited some of those perceptions that they have. I think they are false in some cases, but this is a perception that they have.

Q. These are perceptions made from looking at the enrollment of the school?

A. Yes.

Q. And it's predominately black

A. Yes. See, of course now, keep in mind the fact that I really think that the bottom line is going to be a student is going to choose an institution based on its academic offering. See? Now for an example, if a student wants a degree [63] in gerontology and that's the only place where you've got the course in gerontology, that student will, if he wants it bad enough, he will go there. Now, that's the bottom line.

Q. But generally do you think white students still perceive Mississippi Valley for instance as a black school?

A. Oh, certainly.

Q. How about Jackson State?

A. Yes.

Q. And Alcorn State?

A. Alcorn. I mean it's perceived that way not only from the white community but perceived that way from the black community.

Q. We were talking a little bit about projections. Can we get to the faculty projections now? Could you describe how those projections were made?

A. Well, here again I suppose that we took a look, and here again that it was not always a very detailed and a very systematic and scientific process to which we looked. We looked at the areas where we felt that our growth and the availability of the people who have the training that are necessary to fill these various spots, and of course, we tried to go ahead from that point of view based on the people that we had in place already as opposed to the person that we possibly in terms of program expansion or program development that we wanted to bring on. Also another factor that was

* * * * *

10/4/79

[124] Q. I would like to ask you a few questions about, I guess, what is commonly described as the role and scope or the mission of the university and I was wondering if you could describe to me how you envision the mission of Mississippi Valley State.

A. I think one of the main missions, one of the best objectives of Mississippi Valley is to be able to identify [125] students with potential and desire for higher education and bring them to the highest level which they are able to obtain. I think that should be one of its basic objectives, is to take students regardless as to their level and make a finished product out of them. In addition to this, and I'm not trying to—I don't want to try to formalize this in any jargon or anything—is that I think we have another responsibility in terms of trying to teach students, not only how to make a living, but also how to live. And without going through the—I don't know if you want me to speak to the point of the kind of academic offerings that the institution itself—the course it must take. I don't know, but

I think that generally the institution itself ought to be prepared and have the flexibility to meet the needs of the persons that they are trying to serve.

Q. How does your mission differ from the missions of other universities in the state and even more specifically in the area?

A. Well, I think one reason that we are different—we should be different is because of the first reason I cited, is the fact that we ought to be able to take students regardless as to what level may have been measured in terms of their—the possibility of their participating in higher education, but we should be able to take these students and bring them to a level where they become a finished product and I think that differs from the role and mission of some other institutions.

[126] Q. When you say "some other institutions" what are you referring to?

A. Well, I'm talking about the historically white institutions.

Q. How has your mission changed over the years?

A. Our mission has changed particularly in the diversity of academic offerings. Traditionally or by virtue of its own creation is that it was a teacher college. Of course, that mission has—not that we have not attempted to enrich and to enhance our teacher education because that is a primary—one of our objectives and goals, but we have gone into more diversified areas to be able to better satisfy the job market needs of our constituency, primarily in the areas like business administration, computer science, family and community services, gerontology. And I think there is also a reshifting back to technical education or the technology area. We, for one point in the growth and development of these institutions, had shifted away from the technological phase but now there is a beginning to—a reshifting back to it and, here again, it's the demand in the job market.

Q. Are you referring to just Mississippi Valley now when you're describing these or are you referring to other schools?

A. I'm referring to Mississippi Valley specifically. You asked me how has our mission changed. Right? Yes, I'm referring to Mississippi Valley.

[127] Q. I want you to take a look at a document—

BY MR. LEWIS:

Let me have that marked.

[Exhibit 55 marked.]

Q. [Continuing by Mr. Lewis] I hand you Exhibit 55. I was wondering if you recognize that statement of your role and scope. Part of it is not very legible, but I was wondering if you recognize that statement.

A. Yes, I recognize it.

Q. Could you describe what that statement is and its context.

A. This is—this is, if I recollect properly—recollect accurately, that this is a document that was prepared by the Board staff as it relates to the role and scope of the respective institutions. But it looks like it, sounds like it. This was primarily—most of the information from here was taken out of our Long-Range Plan, if I recollect. I haven't read the entire—but I make reference specifically to paragraphs one, two and three which have been lifted from our projections as it relates to our long-range plan.

Q. We were talking about how your mission differed from other institutions. How does your mission differ from Delta State University?

A. I think that one area is the fact that we deal with more disadvantaged students than Delta State does, and when I [128] talk about "disadvantaged," I'm talking about disadvantaged academically, and I think that's one of the key differences between the universities. We have some

things in common; on the other hand, we have some programs that we think are unique to us, for example, like the whole human ecology concept, that approach, trying to—well, trying to help in solving the problems and bring about more growth and development in the rural areas. These are all offshoots of the human ecology approach.

Q. You refer to disadvantaged students. Are there disadvantaged white students in the region?

A. I'm sure—yes, I'm sure that there are.

Q. Are they more likely to attend Delta State than they are to attend Mississippi Valley?

A. I would think so; here again, by virtue of tradition. I'm just simply speculating that traditionally this is a white institution and this is where I should go.

Q. So the disadvantaged students that you refer to are black student?

A. Primarily, yes. But they make up a major segment of our community, if not the majority of our community.

Q. Do you view as part of your mission to be the dominant university in this region?

A. Well, if you talk about—you want me to—well, how do you—"make dominant" is sort of throwing me for a while [129] here in terms as to. . .

Q. Well, let me background my question this way: I mean there are probably several regions in this state where one institution is the predominant institution in that region; maybe one example could be Southern Mississippi. I was wondering if you, perhaps, viewed a similar role for Mississippi Valley?

A. Well, I like to—I like to think that we could obtain that.

Q. Is it possible?

A. With proper resources, yes. I think it's possible. Financial resources.

Q. Is it possible even though Delta State is 50 miles—40 miles away from you?

A. Yes. If I had the resources that I can be the "University of the Delta," as we now proclaim. It's just a—

Q. Are you in practice—in reality the "University of the Delta"?

A. It depends upon who's looking at us or who's making the evaluation.

Q. Let's say for black students, if black students were making the evaluation.

A. I think the black students would possibly consider us the "University of the Delta."

Q. How about white students?

[130] A. No.

Q. What would they consider you as?

A. They would probably consider—well, they would say Ole Miss spontaneously and then probably come back and say Delta State.

BY MR. LEWIS:

I have no further questions.

[Off Record.]

BY MR. LEWIS:

Why don't you mark these.

[Exhibits 56 and 57 marked.]

Q. [Continuing by Mr. Lewis] Dr. Boykins, could you identify number 56?

A. These are transfer students from junior colleges for the year 1978-79.

Q. Now, when was that information compiled?

A. Today.

Q. Could you take that and initial it.

A. [Witness complies.]

Q. Dr. Boykins, what do you mean now by "transfer students"?

A. These are students who have completed at least one semester at another institution.

Q. I see. And applied for admission here?

A. Right.

[134] A. It will show grants and—yes, like I say, here again, all this is part of that same document.

Q. What is the name of the university—submission to the university—I mean to the Board, rather?

A. What is the name of the document?

Q. Yeah.

A. It's your financial report.

Q. Your financial report?

A. For the end of the fiscal year.

Q. Okay.

A. Which will show that.

Q. And those reports have been made by the University to the Board?

A. Right.

Q. Okay.

A. We make that to the Board of Trustees as well as to the State Budget Commission.

Q. Okay. Now, Dr. Boykins, to follow up what Mr. Lewis was dealing with just before he ended, and that is the whole justification for this institution of education, can the blacks in this state and in this area in your mind receive an equal educational opportunity without the existence and enhancement of historically black institutions?

A. I think—no, in answer to your question. I think that the black institutions, the historically black institutions, [135] are the major vehicle of hope for higher education for most black people.

Q. Why is that?

A. Because that historically—well, first, let me say

that there are many things that will contribute to the success or failure of a student in college other than his academic abilities, and I think that the historically black schools have a history, they have the ability, and they have the climate for students themselves to successfully succeed as a finished product from the higher education marketplace.

Q. Are you implying by your answer that Mississippi Valley and other historically black institutions must continue to attract and train substantial numbers of black students?

A. Yes, and any other students who have that same profile.

Q. What do you mean by "profile"?

A. Well, the—who are in many cases educationally disadvantaged or academically disadvantaged or a student himself who has—the kind of—who desires the kind of atmosphere that an institution like this has. Now, when I talk about atmosphere, I'm specifically speaking to the point that to be able to take a student where she—he or she has developed and make a finished product out of them. This may not be done in four years, but I think that this is one of the uniquenesses that historically black schools themselves have.

[136] Q. Why can't the University of Mississippi do the same thing?

A. Well, I'm not sure if I know the answer to that. I don't think that they have the patience and I think they interpret—their interpretation of a student who is able to succeed in college is different from the historically black schools; that they interpret success or failure based on test scores and rule out or eliminate other things like a—just an enthusiasm or just a desire to have an opportunity, and I don't think—of course, it's hard to quantitate these things, but I don't think that these other institutions have this as part—have this as part of their mission.

Q. You have testified earlier that a majority of your students come from counties which are situated basically in the Delta area in some proximity to the institution. I'd like to just read down the list of these counties and from your knowledge have you indicate what percentage of the population in these counties—the racial breakdown of the population of these counties. Leflore County, where you are situated, is it majority black or white?

A. It's majority black according to the last census figures.

Q. What about Sunflower County?

A. It's majority black also.

Q. What about Humphreys County?

UNITED STATES' EXHIBIT 946

IN THE UNITED STATES DISTRICT COURT FOR
THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

Civil Action No. GC 75-9-NB

JAKE AYERS, SR., ET AL., PLAINTIFFS

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM ALLAIN, ET AL., DEFENDANTS

DEPOSITION OF GEORGE HENRY CARTER, III

Deposition taken at the instance
of the Plaintiff-Intervenor at the
United States District Attorney's office
in Jackson, Mississippi on the
13th day of November, 1986, commencing at 9:30 a.m.

* * * * *

[32] beginning college work and more uniform capabilities of students in the classrooms.

Q. You mentioned uniform capability?

A. More uniform.

Q. More uniform capabilities: Precisely what does that mean?

A. Students who have less exposure to sciences or English or math as compared to other students in the range of preparation and therefore skill level and communications skills of the students is greater, which makes teaching of the courses for the university professors more

difficult and the attainment of many students less dependable.

Q. Was the attainment of students in the undergraduate curricum a consideration in the Board's decision to alter its admissions requirements and to require the high school course requirements?

A. Yes.

Q. What was the basis for those concerns?

A. Relationship that ACT is determined and our universities demonstrate each year between ACT composite scores and grade point averages.

Q What is that relationship?

A. Positive.

Q. Could you explain that, Dr. Carter?

[33] A. Higher the ACT in general, the higher the grade point average.

Q. What is the minimum grade point average considered acceptable by the Board of Trustees in making this comparison in relationship between the ACT composite score and grade point average? What's the measuring base in terms of grade point averages?

MR. STEPHENSON:

Object to the form. You can answer. I don't understand it.

A. The universities use a 4. system for measuring average grades. And in reports which the Board receives, we see consistent but in general higher grades approach the 4. level the higher the ACT approaches 36, which is the highest ACT level.

The lower the ACT in general, the lower the grade point average which is a measure of student attainment.

MS. JOHNSON–BETTS:

Q. Is there a particular grade point average that is the

goal or objective for the Board of Trustees in terms of student achievement or attainment?

A. Each institution establishes a minimum grade point average necessary for satisfactory participation. The Board of Trustees does not establish such a uniform or [34] system-wide minimum grade point average.

Q. You mentioned, Dr. Carter, a relationship between the ACT composite score and the GPA.

A. Yes.

Q. I'd like to know in terms of the Board's examination of that data, what would be an unacceptable GPA?

MR. STEPHENSON:

Objection. I think the line of questioning is confusing to the witness. I know it's confusing to me. I think he's already stated his understanding of the Board's practices with the acceptability of the GPA. I'm going to let you proceed, but I'm not following this personally. And I want to make sure that you state your understanding in your answer.

A. The Board would expect a student to perform at or above the minimum GPA established by their institution and expects the institution to take corrective or even removal action of students who consistently or even in any individual case fall below what the institutional minimum GPA requirement is.

[35] Our work at the Board is to look at the policy of requiring ACT scores for admission and to verify to ourselves that, in fact, it does what we expect it to do to give us an indicator of student achievement in college.

And our conclusion is that, in fact, it does. We do not look at specific students and specific GPAs except in case of some type of appeal that a student would bring to the Board.

Q. Would the institution, Dr. Carter, undertake an institutional effort, the effort that's particular for each institution, to evaluate the relationship between the ACT composite score and the GPA achieved by the students of that institution?

A. The institutions do that and develop sophisticated regression equations in the process.

Q. Is that a requirement for the institutions, that they conduct such evaluative studies?

A. Requirement is that they report ACT and freshman GPA to the Board of Trustees for each year. Professional expectations would lead a person to expect that the universities would –

MR. STEPHENSON:

The question was what the policy and directiveness of the Board, Dr. Carter, if there is one.

[36] Don't make assumptions.

A. We require the universitities to report that data to the Board.

MR. JOHNSON–BETTS:

Q. And the data that the institutions report to the Board would be the ACT score of the student – composite score of the student?

A. Correct.

Q. And is it accumulative GPA or –

A. Number of hours taken in his first year and his grade point average in that first year. That is by student.

Q. When the Board examines the data submitted by the universities – individual universities – Dr. Carter, does the Board take into consideration – would you say the staff or the Board?

A. (Witness nods affirmatively)

Q. What do they examine the data for? What is their purpose in examining the data submitted by the individual institutions?

A. Reinforcing the belief that there is a positive relationship between the ACT composite score and the freshman year grade point average.

Q. When the staff of the Board looks at that data, do they take into consideration the particular [37] institution's requirements for maintaining a certain level of GPA at that institution? Maintaining a certain GPA at that particular institution: Did the staff take that into consideration when it looks at the information submitted by the institutions?

A. Not relevant to purpose because you may have a student with a 33 who's made a 1. which is a "D" average and a student with a 12 who might have had a 3 point. The purpose is to look at, in general, what's happened; and in general, students who have ACT scores in the 30's make in the high 3. and 4. And those who have 9 and 10's make in the 0. and 1. There certainly are exceptions. And you can see a gradual improvement in general as you move up the column of ACT scores and related gradual improvement in the grade point averages in general.

Q. Below what grade point average would the staff's assessment be that the student's work was not favorable to that desired by the Board of Trustees?

MR. STEPHENSON:

Object to the form. This is about the third or fourth time you've touched on this same area; and I still think it's ambiguous but go ahead, Dr. Carter.

A. The institution establishes what a minimum score is and the Board of Trustees supports those establishments. But the Board of Trustees does not [38] establish a minimum GPA and does not take any type of action on the basis of a minimum GPA for an individual student. That is an institutional responsibility.

MS. JOHNSON–BETTS:

Q. I believe, Dr. Carter, that you've shared that the staff looks at the information submitted by the individual institutions in terms of the freshmen enrolled at that institution—

A. Yes, sir.

Q. —their ACT score and their achievement in terms of grade point average for the first semester.

A. First year.

Q. First year of their enrollment. And that some students with particular ACT scores tend to do—tend to have certain grade point averages while other students tend to have other grade point averages.

A. Correct.

Q. Is there any assessment regarding which of the grade point averages is the more desired grade point average in terms of the Board of Trustee's concern regarding achievement of the students?

A. There is a belief that the higher the grade point average, the higher the level of achievement of the student since to obtain a higher grade point average the student would have had to demonstrate on course [39] examinations higher levels of achievement as determined by the instructors.

I'm not sure what you're going—may I get off the record for a moment? No, I better not do that.

MR. STEPHENSON:

We can go off the record, I think, and cut this short. We'll do whatever Zita wants you to do.

MS. JOHNSON-BETTS:

We can go off the record.

(Off the record)

Q. Dr. Carter, does the Board or the staff of the Board look for any particular GPA or range of GPAs

when it evaluates the information submitted by the universities regarding first-year achievement of the students of that university by ACT score?

A. The institutions, at least some of the institutions I'm aware of, do establish regression equations which give different results from year to year, of course, to get an indication of what they can expect in the way of a GPA for a given ACT score. The Board of Trustees' staff does not do that since the student bodies at the eight universities vary. And there is no purpose to be seen by trying to relate a particular GPA to a particular ACT. In fact, ACT is only one indicator of student achievement—is a good indicator. There are [40] many others, of course.

The point the Board wants to make is that it wants to verify the fact the ACT continues to be a good indicator that higher ACTS indicate—and therefore better curriculm preparations on the part of students as demonstrated by standardized tests—ACT composite results, in general—in better academic performance of the student in the classroom.

Q. You mentioned other measures of achievement other than the ACT score. What other measures of achievement were you referring to?

A. The measure of achievement, of course, that you're interested in is the student's performance in the classroom, academic performance in the classroom, which the best measure is the grade point average. I think you're asking about predictors of that, or are you?

Q. We were discussing originally predictors.

A. The ACT is used as a predictor of that and, hence, as a requirement for admission to the universities. There are others, of course. The student's grade point average in high school is one. Student's family income is one. Student's education level of his parents is one. There are a number of others. There is no predictor, no perfect set of particulars because students are individually different.

* * * * *

[114] question now is what efforts did he review in order to make a determination that he was satisfied with those efforts?

MR. RAY:

Okay. Same objection but go ahead and answer.

A. You referred to "students." I believe you mean faculty.

MS. YOUNGER:

Q. I mean faculty. I'm sorry.

A. The institutions advertise widely faculty positions. And by widely, I mean in generally accepted advertising media. For example, The Chronicle of Higher Education and their affirmative action Equal Employment Opportunities Publications also.

They are active in professional meetings which is where the marketplace for available faculty are held.

The institutions follow up particularly with other-race faculty contacts that they have identified and insure that within the constraints that are placed upon them that no stone is unturned to entice other-race faculty members to join the faculty. They provide incentives over and above traditional incentives to faculty to entice other-race faculty members to join our [115] faculty and become contributing members to our higher education system.

Q. Could you give us some examples of the incentives that have been provided to entice other-race faculty?

A. Certainly. Salary supplements are the best known. To some extent, black—other-race faculty receive special individualized treatment as in the case for on-campus housing, as in the case of more choice in things like committee assignments. The universities will make a number of implicit commitments to other—race faculty to insure that they find their stay at the institutions as satisfactory

as possible in order to not only attract them to the institution but to retain them in the institutions while they're there.

Q. Can you think of any others?

A. Those are the ones that come to mind.

Q. Are you generally familiar with the 1974 Plan of Compliance?

A. Generally, yes.

Q. What special efforts since 1981-82 have been provided by the Board to employ, train, promote qualified faculty members of the other race at the traditionally black institutions?

A. The steps that I mentioned before, as far as

* * * * *

UNITED STATES' EXHIBIT 948

IN THE UNITED STATES DISTRICT COURT FOR
THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

Civil Action No. GC 75-9-K

JAKE AYERS, SR., ET AL., PLAINTIFFS

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM WINTER, ET AL., DEFENDANTS

DEPOSITION OF DR. EDSEL E. THRASH

APPEARANCES:

DONALD M. LEWIS, Esquire
HOWARD L. SRIBNICK, Esquire
United States Department of Justice
Civil Rights Division, Education Section
Washington, D.C. 20530
Representing the Plaintiff-Intervenor

ED D. NOBLE, Esquire
Assistant Attorney General
State of Mississippi
Post Office Box 220
Jackson, Mississippi 39205
Representing the Defendants

* * *

Taken in the instance
of the Plaintiff-Intervenor
At the Mississippi R&D Center
Jackson, Mississippi, on
December 9, 10, and 11, 1980
at 9:30 A.M.

* * * * *

[185] out-of-state students. "Out-of-state students enrolling as first-time entering freshmen must present a minimum composite ACT score of 15 or a comparable converted score on the SAT Exam, which will be determined according to the following table." "First-time entering freshmen foreign students must present a minimum ACT score of 20 or a comparable SAT score and must also present a minimum score of 525 on the Test of English as a Foreign Language." Then there is a section dealing with transfer students. Then the section dealing with admissions standards for nursing. I won't go over those, unless you would like for me to.

Q. That's not necessary. Dr. Thrash, I am used to seeing the institutions grouped in many different ways, and we were just getting used to the idea of seeing the regional universities grouped together. I am wondering why is the breakdown different with respect to the admissions standards. Why do Jackson State and Mississippi Valley and Alcorn have different admissions standards separate from the other five institutions?

A. The historical pattern of students attending the historically white institutions would indicate that students with less than a 15 have a poor chance of success in the Baccalaureate Degree programs at those institutions. The vast, vast majority of our black students make less than a 15 on the ACT, and it would be impractical to attempt to

* * * * *

[50] **UNITED STATES' EXHIBIT 949**

Deposition testimony of T. K. Martin

Q. Has anyone sat down at the University to determine whether or not this new ACT requirement has had any effect one way or the other on the ability of the institution to recruit black students?

A. I don't think anybody knows.

Q. Um-hmm.

A. I don't think anybody knows.

Q. Is there or was there any apprehension on the part of people here either on our part or other individuals that it may have an adverse impact?

A. No. As far as I'm concerned, the ACT is not a good measure of prediction of how a person will do in college in terms of grades. It . . . and I'm not a statistician, but it . . . my understanding is that for a large number of people [51] the ACT is as good in terms of average grades from an average group of a large number of people, but the one most cherished thing that really determines whether a youngster will make it or not is not the ACTat all, but it's a question of how hard they work, and we don't measure that.We don't have anything that will measure that. It's called a lot of different things. Motivation is one name for it. If you had some of that and could bottle it, you could sell it and become a millionaire pretty quickly. I personally would rather have a youngster with 12 on ACT and who is burning up to do something, than to have one at 20 who didn't give a damn. So, I'm not dismayed at the number of youngsters who have below 15. There's no magic in 15. This was drawn out of the air in the Meredith days. Don't get me off on that either because I'm liable to tell secrets. The 15 started when the ACT came into vogue, and nobody knows anything about it except that 15 was supposed to cut 10 percent of the enrollment off. Whether it does or not, nobody knows. So, we're not concerned about the youngster that makes below 15. As far as I'm concerned, we could have 10 percent of them and not hurt anything. Some of our people feel . . . especially the elite people in engineering, for example, they think everybody's got to have an ACT of 25 or they can't do engineering. I

don't hold with that at all. That's little "I" that's talking there.

* * * * *

UNITED STATES' EXHIBIT 960

IN THE UNITED STATES DISTRICT COURT FOR THE NORTHERN DISTRICT OF MISSISSIPPI GREENVILLE DIVISION

Civil Action No. GC 75-9-NB

JAKE AYERS, SR., ET AL., PLAINTIFFS

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM ALLAIN, ET AL., DEFENDANTS

DEPOSITION OF ROY C. HUDSON

Deposition taken at the instance
of the Plaintiff-Intervenor at the
United States District Attorney's office
in Jackson, Mississippi on the
20th day of November, 1986, commencing at 9:30 a.m.

* * * * *

[10] A. Yes we do. We attempt to increase our other-race presence. Our objective is to increase other-race presence; and we try to include such activities and policies in our recruitment to do that, such as making sure that we visit schools that have—and, of course, for our institution other races would be—well, other than blacks since we are predominantly white.

We try to project presence of other-race students and faculty members in our recruitment activities. We try to visit those schools which have other-race population that we can talk to and present our institution. We generally include in our media presentations, in our brochures, our

catalogs other-race presence so that it can be appealing to those other-race students we're trying to recruit.

Q. Would the objective that you have just stated, Mr. Hudson, be in writing with regard to other-race recruitment?

A. Is it in writing?

Q. Yes. Is it a written objective?

A. It is written in our general recruiting information and brochures. We do say that we attempt to do those kinds—to increase our other-race presence based on those objectives and based on those activities that I gave just a moment ago.

* * * * *

[20] Q. Are they male or female?

A. Two females.

Q. And the two part-time persons?

A. They are two black males.

Q. Has your institution ever considered the need for a minority recruiter?

A. Yes, we have considered it. We had a minority recruiter at one time. I think up until '82. I believe, if I'm not mistaken, '82-83—going back about three years. And that person left to take another position. But we are—yes, we are aware of the need for one; and we did have one on staff.

Q. And the minority recruiter who left in '82-83, what was the race of minority recruiter?

A. He was white.

Q. What is the educational background of the director of admissions and recruitment?

A. She has a master's degree in counseling, guidance and counseling. I'm not sure what her undergraduate degree is in.

Q. And the two full-time recruiters?

A. One has an undergraduate degree in social science, and the other has a degree in business.

Q. Regarding the requirements for the position of recruiter, what are the job requirements,

* * * * *

[102] institution?

A. Our basic admission score is an ACT score of 13 with a percentage, 10 percent of the previous fall enrollment being accepted, the scores between 9 and 13.

Q. Is this the only admission requirement for your institution?

A. There are certain prerequisite high school course contents that the student have to have, certain numbers of units in English, science, and mathematics.

Q. With regard to the ACT score required for admission to your institution, when was the ACT score implemented for your institution?

A. The original ACT score requirement, as far back as I've been in administration, was implemented in 19—well, I wasn't in admission then; but it came—in 1977. I was at Valley during that time.

Q. When was the ACT score of 13 implemented for your institution?

A. That was effective fall semester of this year. This is the first semester that that score has been in effect.

Q. What was the ACT score required for admission prior to the fall of 1986?

A. 10 with a certain quota of 9's that could be entered. The base score was 10 with a certain number of [103] students that come in with a 9.

Q. What was the number of students who could come in prior to 1986 with an ACT score of 9?

A. That was a raw number of 50.

Q. With regard to the change in the ACT score required for admission in the fall of 1986, what was the reason for the change in the ACT score required?

A. Primarily to work with an image enhancement to gain perception of equality for the institution and trying to be in concert with other institutions in the state which are generally considered peer institutions.

Q. What institutions would you consider as peer institutions?

A. The Alcorn State would be the institution which would be most closely identified as a peer institution for Mississippi Valley.

Q. When was the change in ACT score required for admission to your institution requested from the Board of Trustees?

A. That was in April. It was at the April Board meeting, April of this year. I am recalling that from my memory. If I'm off, I won't be off a month or so – April or May, spring of this year and I'm almost sure it's April.

Q. When did the Board approve the change in the [104] ACT score for admission to your institution?

A. During the same time it was requested. I'm almost sure April of '86.

Q. Was a formal proposal submitted to the Board of Trustees requesting the change in the ACT score?

A. Yes, it was requested through the president's report to the Board of Trustees. The procedure is for the president to request an item to be put on the agenda for approval.

Q. Was a written request submitted to the Board of Trustees?

A. Yes, it was.

Q. In the written request submitted to the Board of Trustees regarding the change in the ACT admission score, what reasons were offered by the institution regarding the need for the change in the ACT score?

A. To enhance the image of the institution, to work toward a perception of quality, to gain the general admis-

sions level of the schools of which we have peer alignment and are similar in nature to the other institutions.

Q. In a proposal submitted to the Board of Trustees regarding the change in admissions, ACT score to your institution, was any assessment made of the potential impact on the ability of black students to enroll at your [105] Institution if the score were changed?

A. Yes, there was some projections made; and those projections had some bearing on the exemption percentage that was put into it with the 10 percent of the previous enrollment, that is, to not just cut everybody off directly at a 13.

Q. With regard to the assessment of the impact of the change in the ACT score required for admission, the ability of black students to enroll at your institution, was a specific percentage of students identified that would not be able to enroll at your institution that had been previously able to enroll?

A. Assessment shows that we can take in the same number of students that we had taken in this previous year.

Q. Whose office at your institution would have had responsibility for completing such an assessment?

A. The office of admissions. They would do the calculating because that office has the figures and everything available.

Q. Has your institution determined that it will continue to monitor student enrollment to assess the impact of the ACT, new ACT requirements on the ability of students to enroll at your institution?

A. Yes, we will. That is part of our objectives [106] to continue to monitor that.

Q. Does the Board of Trustees require that you do so?

A. No, I don't recall any specific requirements that the Board gave after accepting the recommendation.

Q. Dr. Hudson, if the same number of students will be admitted to your institution under the new ACT admissions policy as would have been admitted under the old admissions policy, what is the impact of the new admissions policy?

A. It's primarily a statement of your policy. It gives you a higher score to advertise and to include in your admissions statement. That is important in a state whereas a state institution—where perception of that institution is important to students, agencies, and all those people to whom you're accountable.

Q. Has your institution assessed the fall of 1986 student enrollment to determine whether or not it attracted increased numbers of students with higher ACT scores than it attracted in previous years?

A. Right now I don't have the—I don't recall what the specific ACT average is this year. I could get it, but I don't have it in my memory right now what the specific ACT average is this year as opposed to last year.

Q. When the request by your institution was made [107] to the Board of Trustees regarding the change in the ACT score required for admission, do you know the mean score on the ACT—I mean composite score on the ACT for black students at your institution?

A. I believe we were—this is— I'm going to give this statistic but I'm giving it from the best of what I can recall. I guess about 13.4 and I'm giving that as an answer but I'm not saying—I can't unequivocally say that's what it is. I have a lot of numbers in my head. Is it 13, 12—it's a .4, 13 or 12.4

Q. Were you involved in the preparation of the written request to the Board of Trustees for the change in the ACT score?

A. Yes, somewhat. I assist in the preparation of reports to the Board in the president's office.

Q. Were you involved specifically with the preparation of the written requests that made it to the Board in April of 1986–

A. Yes.

Q. –for the change in the ACT score?

A. Yes.

Q. In the written request to the Board of Trustees, was information concerning the average composite score for students at your institution included in that information?

[108] A. No.

Q. Did you know the mean composite score for black students in the state of Mississippi at the time that your institution requested the change in the ACT score for admission to your institution?

A. That information would be available to us. We would know that at that time.

Q. Was such information included in the request made to the Board of Trustees?

A. No, it was not included in the request.

Q. Dr. Hudson, I believe you mentioned that one of the reasons for requesting the change in the ACT score required for admission–please correct me if I'm in error–was to enhance the image of your institution.

A. That's correct.

Q. What is it about the image of your institution that needed enhancement?

A. Well, entrance requirements do have a gearing on the perception of quality of an institution. And in a state where you have several institutions and people are aware of their various requirements, there has become a pattern of associating certain perceptions of quality with the entrance requirements. That's a kind of general public perception.

I think that's about nationwide too. The [109] tougher it

is to get into a school, it's generally considered the better the school. I don't know if that's 100 percent, but that's the perception.

Q. With the prior ACT score for admission to your institution which was 10, I believe—

A. Uh-huh.

Q. —what was the perception regarding the quality of your institution?

MR. STEPHENSON:

Object to the form but you may answer.

A. Well, the lower the score and, again, when you're lower than everybody else, it has a bearing.

Q. Was it the institution's thought that in raising the ACT score that could attract greater numbers of students or students with higher ACT scores even in the same numbers?

A. Assuming, yes, that if your institution is perceived of better quality, then you would be able to attract students of higher quality, meaning, again, higher scores.

MR. STEPHENSON:

Would you read that question back, please?

(Previous question and answer read back)

MS. JOHNSON-BETTS:

Q. Has the institution at Mississippi Valley [110] determined as yet whether or not the change in the ACT requirements has reduced the number of students enrolled in the '86-87 academic year?

A. We have determined that no students were rejected out of the normal population that applied.

Q. And which office of Mississippi Valley would have been responsible for making such a determination?

A. The office of admissions.

Q. Was the determination of the office of admissions submitted in written form to other institutional representatives?

A. No, only in the sense that they would provide us an update on the number of students who applied and the number of students who had been admitted. But, see, they didn't have to impose the cutoff. Therefore, they didn't have to impose the cutoff. So it almost became a moot issue.

Q. With regard to the 10 percent of the students that may be enrolled with less than the required ACT score, has the institution established procedures for determining whether or not a student can be admitted included in that 10 percent?

A. Yes. We have a procedure but it is not an exact science, one of the reasons being that how you accept students to the institution—see, a student is

* * * * *

[113] A. No. No, they just send in an application just like other students.

Q. A student admitted with less than the minimum ACT composite score required for admission: Does that student have the same academic standing at your university as a student who meets the ACT composite score minimum?

A. Yes, he does.

Q. Were concerns raised within the institution with regard to the decision to request a change in the ACT score required for admission to your institution?

A. Yes. It was considered through different policy bodies on the university campus. The academic policies committee reviewed it, the faculty senate reviewed it, the executive administrative council for the university reviewed it. I wouldn't—your question referenced concerns. Yes, it was discussed and deliberated on by those different kinds of standing bodies and committees on campus.

Q. Were the committees that you referenced in

unanimous support of increasing the ACT admissions requirement for your institution?

A. Unanimous—all of the committees that are referenced did approve it. Now if there was some dissent or differences of opinion among persons sitting on those committees—yes, there were different views. Within the [114] discussion and deliberation, there were pros and cons presented on it; but all of those bodies did approve it as a body.

Q. When would the committees within the institution have considered the request for changing the ACT admissions requirement?

A. Prior to it being put on the Board's agenda by the president. We generally send our agenda to the Board about ten days before Board meeting. So those reviews would have been conducted prior to then.

Q. How far in advance of the Board's meeting did the committees at your institution consider the request for changing the ACT scores?

A. Somewhere within a pretty close proximity of that time. I would say, oh, within—certainly within a month of the time it was submitted.

Q. Had there been discussion at your institution at some earlier point regarding the need to increase the ACT score required for admission?

A. Off and on the question of admission had come up at the institution off and on different occasions.

Q. About how often were the increases discussed?

A. It would come up periodically at academic policies meetings, executive council meetings, faculty senate meetings. You know I would say over the last two

* * * * *

UNITED STATES' EXHIBIT 961

IN THE UNITED STATES DISTRICT COURT FOR
THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

Civil Action No. GC 75-9-NB

JAKE AYERS, SR., ET AL., PLAINTIFFS

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM ALLAIN, ET AL., DEFENDANTS

DEPOSITION OF WALTER L. CROCKETT

Deposition taken at the instance
of the Plaintiff-Intervenor at the
United States District Attorney's office
in Jackson, Mississippi on the
24th day of November, 1986, commencing at 9:30 a.m.

* * * * *

[143] are mainly based on the fact that people expressing the concerns did not realize that there were other avenues of admissions other than the 13. When they saw that in the newspaper somewhere, they just assumed if you didn't have the 13, that was it. And that would have been a drastic impact.

But after we explained to them there are other avenues for admitting students who show potential for college success, we usually don't have a lengthy discussion. It's just the fact they don't see a complete Board policy. They just pick up on ACT.

Q. Regarding the number of students who may be admitted under the exemption to the minimum ACT score required for admission to your institution, how do you determine whether or not a student can be admitted under the exemption?

Is a student automatically a student who submits an application to Jackson State University who has the minimum ACT score required for admission and does not rank in the top half of their class nor have a "B" average in high school, is that student automatically considered for admission under the exemption?

A. No. Each person is evaluated individually.

Q. Does the student have to take any additional steps in order to be considered for admission under the [144] exemption?

A. No other steps other than having a complete admissions file on record.

Q. And that's the same requirement for any student; is that correct?

A. That's right. And we expect the student to have a minimum of "C" average.

Q. The number of students that you can admit under the exemption is limited, isn't it?

A. Yes, 8 percent.

Q. How do you choose among the students?

A. Okay. We start at the top looking at both ACT scores—we'll start with the 12's. We look at high school average, and we move down.

If academic departments are looking at specific students with unique talent in their areas, we look at those students; and we will continue until we run out of slots.

If we run out of slots, hopefully it would be with the students with the lower requirements. We move from the top down. So we're looking at ACT, looking at high school average, and looking at special talents.

Q. With regard now to the special talents, must the department have expressed an interest in a particular kind of student for this student's special talents to be

* * * * *

UNITED STATES' EXHIBIT 962

IN THE UNITED STATES DISTRICT COURT FOR
THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

Civil Action No. GC 75-9-NB

JAKE AYERS, SR., ET AL., PLAINTIFFS

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM ALLAIN, ET AL., DEFENDANTS

DEPOSITION OF KENNETH L. WOOTEN

Deposition taken at the instance
of the Plaintiff-Intervenor at the
United States District Attorney's office
in Jackson, Mississippi on the
17th day of November, 1986, commencing at 9:30 a.m.

* * * * *

[145] criterion, did you find that there would be an adverse impact on the ability of black students to gain admission to the institution as a result of increasing the admissions requirements?

A. There would have been because of my knowledge of what the scores are, but we didn't specifically separate or talk about the scores and not individual students.

Q. Is that a part of your discussions with regard to whether or not to go forward—

A. Yes. The fact that it would—it's not so—you know, it's really more—it affects people with poor

backgrounds, generally the poor people, not necessarily minorities but the poor people who are in the same category, how it would affect them, students who have not had some opportunities for learning or had not been in good school systems, that sort of thing whether a minority or not.

But the impact would have been to have decreased the minority potential, and that was one of the things that was discussed. And I was involved with the decision not to go to a higher score.

Q. With regard to the exception to the minimum ACT score required for admission, has the university established any parameters for its decision making [146] regarding what constitutes—regarding who would be admissible under the exception?

A. Yes. Now under our new admissions standards, there are about three areas of exception. Let's see if I can distinguish between them.

Q. Excuse me. Could we right now—I appreciate your effort and we are going to explore this later but I wondered—right now we're talking about the exception to the ACT composite score minimum required only.

A. Okay. Just talk about that one then?

Q. Yes.

A. If we require that a student who is below 15 take the test a second time, we think it's only fair to give him or her an opportunity to do their very best. So we ask them to take it a second time.

We ask them to petition in their own handwriting. In that petition we suggest to them they enumerate any factor or factors that they think may have influenced their test results.

If they have learning disabilities, we like to know something about the student, what his high school grades, his transcript; and some grades become a determining factor—their high school grades.

Any contributions the student makes outside [147] the school, whether he works or not, whether he's active in the community, whether he's a good citizen. All those facts are considered in making that decision.

There is a committee that has been appointed. It's a subcommittee of the overall admission committee; and it's composed of the dean of the school in which the student is to be enrolled, the vice-chancellor for student affairs office, and the registrar. Unless there are appeals or special circumstances, those are the three offices that get involved in the decision. They can, of course, appeal to the full committee.

Q. I'd like to kind of walk through this step by step so that I get an idea of how the process actually works. A student submits an application to the university, and they have less than the required minimum on the ACT composite.

We've not going to pay any attention to the high school unit requirements for right now. We're just going to look at the ACT minimum.

Once that application is received, what does your office do?

A. Well, first thing I do is write them a letter indicating that—as they are aware—if their score doesn't meet the minimum requirements we're interested in, we'd like for them to sit through the ACT again. Tell [148] them such things as, you know, might affect them or a factor that may have affected their score. We'd like to have another score before we make a decision on their application.

We can request the high school transcript, and we send them a petition letter form so that they can write up their petition that would include those factors I listed previously.

Q. With regard to—now the letter to the student. Okay?

A. Uh-huh.

Q. Are any suggestions provided in the letter regarding increasing the student's score on the ACT?

A. Do you mean did the coaches tell him what to do for the coaching staff and that sort of thing?

Q. I am asking was there any information provided in that letter regarding ways in which—

A. We would suggest that students sometimes can improve their scores, that they should take it again. We would like to see another score to get a true index of their level of educational preparation.

But, no, we don't tell them to go out and do this or that or—we just ask them to take the test again.

Q. With regard to the factors that you mentioned

* * * * *

[150] parallel to the high school student. If he's an "A" student, he's not going to suddenly make "F's" unless something else drastically happens. He is going to maintain about the same—in other words, and if he's an "F" student, he is not going to suddenly become an "A" student.

Q. I want to ask with reference to those students who do, in fact, sit for the ACT again—

A. Uh-huh.

Q. —and resubmit their scores, is it your experience that—how often are students able to meet the minimum test scores requirement as a result of having sat the second time?

A. Well, if their initial score was 14, the ability to make 15, I think, is a real good chance. If it's as much as a 3.0 variance, they probably won't make 15. Sometimes they drop a point.

Q. You also include in this letter to the student, I understand, a petition form letter?

A. Right.

Q. And I believe you requested this petition be handwritten?

A. Uh-huh.

Q. And the reason that you requested that it be handwritten is what?

[151] A. I would like to see how the student expresses himself or herself. That might have some implication for our decision. If the student doesn't test well but he writes well and makes good grades, that's all in his favor.

If he doesn't test well and he has got all "F's" just barely graduating from high school and can't write a sentence, that tells us something.

Q. In the category, I believe—for my purposes I made categories here—the kinds of things you look to with regard to admitting a student who doesn't have the minimum required ACT scores and so one of those categories is to look at their contributions outside of school.

A. Uh-huh.

Q. Would this category include—let me ask you what would this category include, and then I have a specific area that I want to inquire about.

A. Work after school, specific responsibilities the student has, involvement in clubs and organizations in school, work in the hospitals in the community, church involvement or involvement with any organization, girl scouts, boy scouts, all the things that the student has done to indicate that he or she has a broad area of interest and is spending some time in learning experiences.

UNITED STATES' EXHIBIT 965

IN THE UNITED STATES DISTRICT COURT FOR
THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

Civil Action No. GC 75-9-NB

JAKE AYERS, SR., ET AL., PLAINTIFFS

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM ALLAIN, ET AL., DEFENDANTS

DEPOSITION OF REBECCA JAYNE PERKINS

Deposition taken at the instance
of the Plaintiff-Intervenor at the
United States District Attorney's office
in Jackson, Mississippi on the
19th day of November, 1986, commencing at 9:30 a.m.

* * * * *

[111] Q. I believe the date of the request – you testified that MUW requested the change in its ACT composite score minimum from the Board of Trustees in February of 1983?

A. (Nods affirmatively)

Q. When did the Board approve MUW's request?

A. It was approved at that time. We presented documentation at that time. You know, we had to give them the information necessary for that decision to be made to allow MUW to increase the ACT.

Q. Was the information presented at a particular

Board meeting of the trustees, meeting of the Board of Trustees?

A. I'm really not sure because I didn't make the presentation.

Q. Who would have made the presentation?

A. Either the president of my university or academic dean. I don't recall.

I'd like to add, if I could, that the ACT requirement does not totally exclude a student from admission because there is the option of transferring to our university and so far those students who have had below our cut off score—we have given them the information to let them know that, you know, if you can't come through this avenue then we will work with you as a [112] transfer student.

And we've made them aware of what the transfer requirements are. So it does not totally exclude them from MUW, and many of them may transfer at a later time if they wish.

Q. Are you aware of any specific concerns raised by the Board of Trustees with regard to enrollment of other-race students at your institution with regard to the ability of other-race students to enroll at your university if the ACT composite score was increased from 15?

A. I'm not aware, but then I wasn't there.

Q. Has anyone at your institution informed you of such a concern on the part of the Board of Trustees?

A. Of other-race students? Could you clarify for me of—

Q. Has anyone at your institution informed you of a concern on the part of the Board of Trustees regarding the effect of increasing the ACT composite score mimimum on the ability of other-race students to enroll at your institution?

A. No.

MS. JOHNSON-BETTS:

Why don't we just take just a few minutes break. We've been going on for a little while.

* * * * *

[117] Q. Okay.

A. And then the number of transfers that we admitted because it was interesting to note that our number of transfers increased significantly over a two-year period when we were raising the ACT because if we felt like if we weren't getting them as first time freshmen, we were successful in enrolling them as transfers, enrolling students who were not eligible to attend because of the ACT.

Q. Under the first category of prospects, what students would be included in that category?

A. Those would be students who for one reason or another had indicated to MUW they were interested in attending or they were interested in a program that we had.

Q. Is the information represented at the top of Exhibit 2D related to the three-year study that you had referred to in prior testimony?

A. I don't know that all of it is because I don't – you know, like I said I didn't review that. I didn't say that, but I did not review before I came specific years and dates; and I recall that this was done to give to an academic council on the campus to show them because of the concern the number of students in these areas that we're talking about. And I don't know.

UNITED STATES' EXHIBIT 967

IN THE UNITED STATES DISTRICT COURT FOR
THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

Civil Action No. GC 75-9-K

JAKE AYERS, SR., ET AL., PLAINTIFFS

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM ALLAIN, ET AL., DEFENDANTS

DEPOSITION OF ROBERT A. BAIN

APPEARANCES:

HONORABLE ZITA JOHNSON–BETTS
Civil Rights Division
United States Department of Justice
10th and Constitutional Avenue, N.W.
Washington, DC 20530
Representing the Plaintiff-Intervenor

HONORABLE PAUL STEPHENSON
Watkins & Eager
Post Office Box 650
Jackson, Mississippi 39205
Representing the Defendants

* * *

Deposition Taken at the Instance
of the Plaintiff-Intervenor
At the United States Attorney General's Office
Jackson, Mississippi, on
the 21st day of November, 1986
Commencing at 9:45 A.M.

* * * * *

[66] to your institution, what are your responsibilities as director of admissions?

A. We are responsible for collecting all admissions materials or documents and making a decision as to whether that student is eligible for admission or whether that student is not, to keep them informed of their admission status—what they lack in the admissions process—and to make it as easy as possible for them to become a student at Delta State.

Q. Does your office have responsibility for reporting statistics regarding student enrollment to your institution?

A. No. We take the student through registration. We say if the student is eligible to register. From that point on, it's the responsibility of the registrar's office to register that student and to report on registration figures.

Q. With respect to the students that may be admitted without the required ACT composite score for admission, has your institution developed criterion for determining whether or not a student can be admitted under the exemption?

A. Some. The first people that we consider are people with special talents. And we're in better shape there. We have a greater percentage of our students who [67] fall in this category than some of the other institutions.

Q. What would you define as a special talent?

A. Vocal, instrumental, music, drama, art, people especially talented in one of the academic areas, maybe someone with special talents in data processing, computers, athletics.

Q. Is there a specific procedure that is followed in determing whether or not a student is admissible to the institution under the exemption to the ACT composite score requirement?

A. Yes.

Q. What is the procedure?

A. When we receive all the—we even do it before we get all of the documents because we can determine as soon as we get an ACT score on the student whether he meets that requirement or not. Anyone with at least a 9 on the ACT—which is our cutoff—we cannot admit anyone below the 9. But anyone with a score between 9 and 14, we will write and tell them that there is a program where we can admit students with less than a 15.

We ask them to have their counselors send a copy of a seven semester transcript along with any recommendations that they might have from guidance counselors, principals, teachers, or whatever. We try to make this decision early enough so that the student, if he does not fall within the [68] 50 that we do admit, can, of course, make other plans. We usually do this around April the 15th. It's almost always the week of April the 15th.

Q. Once the information from the high school counselor is received regarding students with ACT scores of 9 to 14, then what do you do?

A. Okay. At that point we will evaluate the transcripts on that student along with the recommendations from the guidance counselor. We look at rank in class. We're attentive to the race at that point, of the student. And we want to get the students in there that we think can be successful at Delta State, and so we're going to get the best 50 that we can possibly pick from that group.

Q. What does it mean—or what do you mean when you say that you are attentive to race?

A. Well, we use that to look at because, of course, we have quite a few other-race high schools in our area. And we try to as much as possible—also we look at the location of the student. As I said, we're a regional institution. And

if we have two students who are identical and one within 25 or 30 miles and the other one down on the Gulf Coast, we know that this student that lives closer to us is more likely to stay with us and graduate. And so we pick that student on that basis.

Now, since we have a good many in the Mississippi [69] Delta predominantly black schools, well, then they do get some consideration. They get more consideration really than other students do. We look at that, especially a student who's ranked high in their class but they just did not score well on their ACT.

Q. Would the race of a student carry any greater weight if the other-race student were compared with a similarly situated majority-race student?

A. On an equal—if they were equal in other aspects, the other-race student would probably be admitted.

Q. You mentioned, Mr. Bain, that one of your first considerations concerns the special talents of students. I'm trying to understand how you weigh the factors that you consider in determining whether or not a student can be admitted under the exemption to the minimum ACT score required. How much weight would you attach to a student's having a special talent?

A. That is probably weighted more than any other area. The recommendation of an instructor at Delta State, a department head, or other personnel on our campus carries more weight than any other thing that we have there. These people know what they're looking for in a student or in those talented areas where you have to have talents to be able to—you know, to have a good band [70] program, you've got to have somebody that can blow a horn. And if there is a No. 1 trumpet player out there that the band director says, "This guy doesn't have his ACT score high enough to be admitted as a regular student," we're going to

say, "All right. On your recommendation we're going to admit that student."

So we look at those special talents first because they're people that are looking for something other than just academic qualities.

Q. Is there any particular number of athletes that your institutions would admit?

A. We will admit up to 20, but we have never admitted 20.

Q. If a student is not included in the number of students admitted under the exemption to a minimum ACT score required for admission, is there any procedure that student may follow to appeal?

A. He can appeal through the academic vice-president.

Q. Are you aware of any instances where a student may have appealed the fact that they were not admitted under the exemption to the minimum ACT score required for admission?

A. I can't remember an appeal.

Q. Are decisions concerning the admission of [71] students made by a single individual or a committee?

A. They're made by a committee composed of our recruiting team and me, the director of admissions. We've had contact with most of these students out there, and we've talked to those guidance counselors. We're the ones that have open communications with the guidance counselors. We can find out more about those students.

And like I said, we're after those students that are going to be successful. Unsuccessful students are not good publicity for the university; so, we're doing the best job that we can to try to get people in who are going to be successful. And the guidance counselors out there know better those exceptions that we should make than we do, really.

Q. What would you say is the best predictor of success for the students seeking admission under the exemption to the ACT?

MR. STEPHENSON:

Object to the form of the question, but you may answer if you can.

A. I really don't know what would be the best predictor.

MR. JOHNSON–BETTS: (Continuing)

Q. What would be the best measure of the student's past success that you would look to in making

* * * * *

[75] There are a lot of things you don't have to say, but it's just understood. And not only our minority recruiter will be suggesting other-race students, but our other two recruiters also suggest other-race students quite frequently. So I think that's working real well.

Q. What percentage of the students admitted in 1986-87 under the exemption to the minimum ACT score required for your institution would you say were black?

A. I don't have any idea.

Q. Would you know of percentages for years other than 1986-87?

A. No.

Q. Has your institution, Delta State, undertaken any effort to determine statistically the validity of the minimum ACT score required for admission to your institution?

A. We do that yearly.

Q. What is it that you do?

A. We compare ACT composite scores to grade point averages.

Q. And which grade point averages are you referring to?

A. Okay. The student—of course, grade point averages, we are on a 4.0 scale. And to graduate from Delta State, every student must have at least a 2.0 no [76] matter what major that they are in. So we compare those scores really to whether they are being successful and headed toward graduation, which would be a 2.0 or better.

Q. Are the annual comparisions made of the students' GPA after one semester at your institution?

A. I'm not sure when that report is due, whether it's after the first semester or after the first year. I would have to look at that due date on that report.

Q. Would you attempt to compare the ACT composite scores with the GPA's of students in years other than their freshman year at your institution?

A. I do not see that report—a report of that kind; but that does not mean that we don't do one because with getting accepted into different programs—such as teacher education, School of Nursing—I'm sure that there are other comparisons made at a later date that I might not be aware of. Applicants to med school comes to mind.

Q. What have the annual comparisions of the ACT scores and freshmen GPA's indicated for your institution?

A. For our institution our admissions requirement of 15 seems to be the best predictor we have.

Q. This means that students with less than the 15 composite score on the ACT do not make 2.0 grade point averages?

[77] A. On the average. There is always the extreme. There is the student with a 12 that will have a 3.8, and there is the student with a 28 that will flunk out after two semesters. But on the average, yes.

Q. Has Delta State since 1981-82 requested any assistance from the American College Testing Programs

Research Service to assist in a longitudinal study to determine the statistical validity of the ACT score required for admission to your university?

A. Not that I know of. Keep in mind that we do not set our admissions policies, our minimum admissions policies.

Q. Has Delta State since 1981-82 requested a change in a minimum ACT score required for admission to your institution?

A. No.

Q. Are you aware of any discussion within the institution regarding the need to change the ACT score required for admission to your institution?

A. No. To my knowledge, I think we're satisfied with what that minimum ACT predicts for us.

Q. Has Delta State University since 1981-82 requested that any additional measure of student achievement be included in the admissions criteria for your institution?

[78] A. No, not that I know of.

Q. Does your institution offer any assistance to students in preparing to take at ACT?

A. Yes. We have ACT workshops sponsored by our office of counseling and testing throughout our region, at local high schools, and on campus.

Q. Is there a fee associated with the service, to the student that is?

A. Only for materials used, and I'm not sure about what that fee is.

Q. Is the ACT administered at your institution?

A. Yes, it is.

Q. Who would have responsibility for the administration of the ACT at your institution?

A. Office of counseling and testing.

Q. Were students made aware of the availability – in

your recruitment efforts, are students made aware of the ACT prep service offered by your institution?

A. We advertise it when we're going to have one, but generally not when we're recruiting unless we know that there is going to be one coming up and we have the dates of it. When we have a request, many times our recruiting will set up a special session for a particular school or group of students.

Q. Is there any minimum number of students

* * * * *

[82] **UNITED STATES' EXHIBIT 967**

DEPOSITION TESTIMONY OF ROBERT A. BAIN

* * * * *

Q. And is Exhibit No. 1, pages one through three, generally included in your school catalog for Delta State University?

A. Yes.

Q. Is there a reference in Exhibit 1 to the exemption available for admission for students with less than the 15 minimum composite score required for admission?

A. (Examine document) No. That exception policy is not a part of that catalog.

* * * * *

Q. It is part of the school catalog?

A. Yes, it is part of the school catalog.

[83] Q. Can you determine, Mr. Bain, whether this Exhibit No. 1 is a part of the current school catalog?

A. Not from – no, because the school catalog has been in that form pretty much down through the years; and without anything on it saying that that's the '86-87 school catalog, I could not say positively that that is.

Q. Would the high school course requirements have been included in earlier school catalogs?

A. Yes. We had to inform those students that those course requirements would be in effect in '86.

Q Thank you. I have no other questioning regarding Exhibit No. 1.

When the recruiters make visits, recruitment visits to high schools, would they inform students of the availability of the exemption to the minimum ACT score required for admission to your institution?

A. Because we are limited on the number of exemptions that we have, that is not an important part of our

recruiting efforts. If we told students of all the exceptions that were available, all the deferral policies, all the exemption policies, we wouldn't have time to do anything else. So many times they are not told.

If there is a question by someone who asks, "Can I get in with less than a 15?" Yes. They are aware of the policy. They are involved in picking the students. They [84] know the policy; and they tell the student, "Yes, this is what you can do. And we will evaluate your record in April and be able to tell you early enough so that if you do not get in, then you can look for another channel to enter Delta State." There are also other channels by which they can be accepted to Delta State and have access to Delta State.

Q. You're referring to channels other than admission as a freshman student?

A. Right. Right.

* * * * *